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ABSTRACT

This report addresses the feasibility of changing the classification of library materials in the Chicago Public School libraries from the Dewey Decimal classification system (DDC) to the Library of Congress system (LC), thus patterning the city school libraries after the Chicago Public Library and strengthening the existing close relationship between the two systems. The proposed plan considers the size, organizational pattern, and training to perform the new tasks for lay and professional personnel of the public schools, as well as the necessary finances. Recommendations are that (1) inservice sessions in library skills for professionals and paraprofessionals be instituted, (2) the school curriculum be adjusted to introduce new teaching units, and (3) the library collections be reclassified to follow the new changes in instruction. The study includes definitions of specialized terms, a literature review, a description of the research methodology, anticipated results, a summary, references noted, and a bibliography. Appendices contain a student handbook on the use of LC, an inservice training program plan, a program evaluation form, and a description of possible minicourses in library skills. (FM)

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A CHALLENGE TO CHANGE:
NECESSARY CHANGES IN THE LIBRARY CLASSIFICATION SYSTEM FOR THE CHICAGO PUBLIC SCHOOLS

by

Florence M. Williams

A Dissertation
submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Education
California Western University
1979

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1979

ABSTRACT OF THE DISSERTATION

A Challenge to Change:
Necessary Changes in the Library Classification System for the Chicago Public Schools

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This is a feasibility study concerning the necessity of changing the classification of library materials of the Chicago Public School Libraries from the Dewey Decimal Classification System to the Library of Congress Classification System, thus patterning after the Chicago Public Library. The existing close relationship between the Chicago Public School System and the Chicago Public Library System will be strengthed by both systems moving in the same direction of furthering the education of Chicago school children.

The vast library holdings of the Chicago Public Library will be utilized to their fullest extent by students having the knowledge of the intricacy of the library classification system. Within the school system students are taught necessary skills to use completely all aspects of the public library system. The school using the same library classification system as the public library will eliminate the confusion

of two vastly different systems. When schools assume the teaching burden students will utilize the knowledge learned in both places. Presented is a handbook for students to study LC containing information and lessons to enable students to understand and use LC. A minicourse will further aid the teaching learning situation. Students will be encouraged to utilize fully all facets of the public library and their own school library.

The plan proposed considers the size, organizational pattern, public and namely student,lay and professional personnel of the Chicago Public School System. Personnel must be adequately trained through the inservice training program included to perform these new tasks and the necessary finances must be determined and provided. Careful evaluation will be made to determine student progress and utilization of information presented.

Change is an inevitable and essential part of life. Plans and priorities must be established by educators to facilitate smooth transition and progress from one educational pattern to another. Any library worth organizing will continue to grow and adjust to new changing educational patterns. Students must develop the life long library habit. The training of the public begins in school. The Chicago Public School educators exploring the feasibility of changing their library materials classification system to the pattern of the Chicago Public Library is setting new and strengthing old ties between two vast systems. LC system taught in all classrooms and utilized in both library systems sets for students a pattern of uniformity and for continuity in educational achievement.

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The enthusiastic encouragement of my family, their understanding and continuous support, has made the creation of this dissertation possible. The special personal sacrifices and frequent indulgence of my mother has given me the inspiration and time necessary to complete this monumental effort.

The purpose of this dissertation is to clearly be a pivotal point in bringing about change in schools. Progress may be slow until community members and teachers develop a knowledgeable interest in the process of organizational change.

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Chapter 1

INTRODUCTION OF THE SELECTED PROBLEM

Change is an essential facet of life. We must have change and progress with change or stagnation will occur. Change occurs in cycles. Adjustments are necessary at all levels of change. Priorities must be established and a plan followed for the smooth transition from one facet of the change to another. The world is continuously changing. Educators must plan change or become obsolescent. Rapidly, new and different ideas are constantly confronting educators. One example is the change to the metric system of measurement. Change brings the problems of relearning old skills and learning new skills similar to learning a different mathematic system or a different library classification system.

The Problem Statement

Convenient availability of library materials is the primary purpose of library classification. For easy accessibility and importance all books on one subject are grouped together on the shelf. Books and other materials are classified according to a system for easy location. From the many classification systems known, two are commonly used:

1. The Dewey Decimal Classification System assigns an arabic number to each book.
2. The Library of Congress Classification System assigns an alphabet letter with the arabic number to each book.

The Dewey Decimal Classification System is the one most commonly used in this plan, all knowledge is divided into ten main classes. Expansion to the smallest topic is possible with decimals. However, the Library of Congress Classification System based on twenty-one main classes provides for even further expansion into the smallest topics. The Library of Congress System is used by numerous libraries with large collections. The combination of the alphabet and arabic numeral utilizes the best of both systems. The library user, adult professional, paraprofessional, student and/or other must learn how to locate information quickly, easily and accurately. These skills are acquired through instruction and practice.

The Chicago Public Library has a vast collection. Their staff is changing their classification system because of greater details that can be delved into and the expansiveness of the system. The Library of Congress Classification System allows this immense collection to continue to grow, expand and continue to perform its service.

The Chicago Public School System has an extensive library collection spread among more than six hundred elementary schools, over one hundred high schools, three resource centers and a central library whose special collection embraces all facets of the field of education. This enormous amount of material needs reclassification for greater use.

A close relationship exists between the Chicago Public Schools and the Chicago Public Library. To extend this relationship further, schools should teach students how to use the public libraries new classification system and consider the feasibility of using this same system in all school libraries. Using one system would eliminate confusion. Students would be further encouraged to fully utilize all facets of the public library and their own school libraries. Several local colleges also utilize the Library of Congress Classification System.

Problem Importance

Plans made according to satisfactory procedures and decisions determine what is wanted needed and economically sound. No procedures are ever so perfect as not to profit from searching inspection. Changes can be made for the future as well as for the present, since it is assumed that any library worth organizing is going to grow, and keep on growing.

Established procedures should not be discarded but modified to reflect current trends. Established procedures should be re-evaluated in terms of preliminary information gathered including

- Overall size of the entire system
- Rapid growth of this system
- Organizational patterns of the system
- System inter and intra relationships
- Public served-students-professional and others
  - needs of each
  - different services for each
- Centralization vs localization
- Future development and expansion

Future participation in life at the highest possible level of success is the ultimate goal of education. If a student has success and enjoys learning, and if he becomes skilled in its processes, then a life long pursuit for knowledge is assured. Self directed learners are developed and achieve their potential in an ever changing society. Education must be useful throughout life. The life long inquiry habit through reading is established and developed in the library. Library skills are continuously used and must be taught at all educational levels. Confusion results when different skills are taught and utilized.

Since the Chicago Public Library has changed its classification system which is the basic method of locating materials, all potential library users should be trained to use this new system. The training of the public must begin in school. Therefore the schools must explore the feasibility of changing to the Library of Congress Classification System. This system must be taught in all classrooms and utilized in all libraries for uniformity and continuity.

Definitions of Specialized Terms

These are brief descriptions of terms used in relation to this study. Other commonly accepted meanings are available in many advanced texts and dictionaires. These descriptions are dedicated to the exactness of words and the artistry of precision. Terms have been selected from several related subject areas whose terms have significant educational connotations. The interrelated subject areas are administration, automation, curriculum, evaluation, finance, instruction, and library science.

The purpose employed for these definitions in this educational writing is clarification of concepts and termonology. It is important to remember the statement attributed to Mark Twain, "The difference between the right word and almost the right word is the difference between lightning and lightning bug."

This list is intended only as a starting point and is suggestive rather than definitive.

The criteria for selection are

- Is the term applicable to this study and the field of education?
- Is the term given a special meaning or shade of meaning in education and in this study?
- Has the term a direct application to this study?
- Is the term more frequently used in these particular related field than in other fields of education?
- If the term is used in related field, is it given a special meaning or shade of meaning in this study, and is this meaning applicable?

These definitions presented are useful as a background of meanings and are assembled in terse convenient form.

1. Abbreviated Catalog Cards

A catalog card gives less information than the main entry. It is used in many elementary schools.

2. Accredited Library School

A school offering education in librarianship that has been approved by the Board of Education of Librarianship of the American Library Association as meeting the requirements adopted by the American Library Association Council for various types of library schools.

3. Administration-bureaucratic

(1) Strictly, the management and control of a school system through the agency of one or more bureaus or offices, variously charged with duties and powers relative to the schools. For example, the administrative system used in France.
(2) Loosely (and often derogatory), any type of control, direction, and management that is characterized by inflexibility and uniform and mechanical standardization,
(3) The exercise of control through an official remote from those who are immediately responsible for rendering school service.

4. Administration-business

(1) Those aspects of school administration which are not directly related to classroom instruction but are primarily concerned with the provision of proper working facilities in terms of the materials and equipment required for instruction, distinguishable but not properly separable from educational administration.
(2) The designation of subject offered in college and (occasionally) in secondary school, dealing with the organization and management of business enterprises,
(3) The designation of a college curriculum designed to prepare students for positions of responsibility in business.

5. Administration-central

(1) The principal educational authority having jurisdiction over a school system or major division thereof: may apply to a city, county, state, national or other school system, depending on the governmental level of the unit being considered,
(2) The act or process of exercising control over educational matters on the part of an authority.
(3) A plan or type of organization by which the authority and responsibility for operating the schools system of a educational unit are concentrated in a single policy forming and jurisdictional body or bureau. For example, the system used in Ontario or France usually aims at and results in relatively uniform educational

practices in the unit so administered.

6. Administration-centralized

(1) An administrative system in which authority for direction, control, and management is located at one point.
(2) That system of administering education in which the major responsibility for direction, control, and management is exercised by the state or national government, as has been the case in France.
(3) A system which may provide an opportunity to delegate responsibility to subordinate agencies.

7. Administration-city school

(1) The direction, control, and management of schools in an incorporated municipality.
(2) The direction, control, and management of education by a body representing the municipality as the local unit for school administration, education being legally a state function.

8. Administration Classroom

The management of all business affairs connected with the work of a teacher and all duties connected with the materials things about the classroom.

9. Administration Decentralized

(1) Any plan for the operation of schools according to which scope is provided for local initiative in adapting programs to local educational need, in a state for example, this might imply initiative on the part of city or district school systems in a city, initiative on the part of persons, groups, or individual schools.
(2) Any plan for operation of higher education institution according to which provision is made for initiative, decision making and control at lower administrative levels such as academic departments.

10. Administration-division of

A major unit in an educational institution or organization, charged with responsibility for the management, direction and maintenance of educational enterprises, or the general supervision of other units that perform these functions.

11. Administration, educational

(1) The direction, control, and management of all matters pertaining to school affairs, including business administration, since all aspects of school affairs may be considered as conducted for educational ends.
(2) The direction, control, and management of those aspects of school

administration most directly related to the instructional process, but not related to the business aspects of administration, such as teacher and pupil personnel, program of studies, program of activities, curricular, methods, instructional aids and guidance.

12. Administration line

The direction, control, and management of an enterprise, particularly a school or school system, through the issuance of executive directives from an officer above and passing them on to one below; includes the delegating of responsibility and authority along this line.

13. Administration local school

The control, direction, and management of schools by an agency representing a limited local area such as the city, county, borough, town, township, or other unit designated by law, which exercises power delegated to it by the state.

14. Administration of teaching

The application of procedures and principles to the use of school facilities and the scheduling of teacher pupil enterprises so that the desired teaching arts and learning experiences may take place under the optimum conditions.

15. Administrative control

(1) The exercise of authority in managing directing, and administering the affairs of an educational institution or system.
(2) A regulation, curb, rule or check exercised by the executive officer in pursuance of action authorized by a legislative body such as the state legislature or the local or state board of education.

16. Administrative organization

(1) The scheme or plan used in the assignment duties or responsibilities and the determination of staff relationships so that all phases of operating a school system may be efficiently managed, produce maximum results in meeting educational objectives, and result in optimum personnel relationships.
(2) The personnel responsible for the management and direction of the affairs of a school or school system, regarded collectively.

17. Agent

An individual or a firm from whom books, periodicals and other library materials are secured. Also called Purchasing Agent.

18. Analogous practice

This term describes the responses made by the learner during the instructional sequence which are comparable, but not identical, to those called for in the instructional objective.

19. Analytical Entry

The entry of some part of a work or of some article contained in a collection (volume of essays, serials etc.) including a reference to the publication which contains the article or work entered. In special libraries it may be an entry for a significant paragraph section, table, etc., or for a single statement or figure.

20. Annotation

A brief description of the contents of a book, journal, monography, pamphlet article or subject matter of a film.

21. Appendix

Matter supplementary to the text of a book but not essential to its completeness as a bibliography, statistical table and explanatory materials.

22. Assistant

A subordinate staff member. The word is frequently combined with the name of a department or a personnel term denoting type of service as curriculum assistant, assistant cataloger, or with a term indicating rank, as first assistant, senior assistant.

23. Assistant Librarian

(1) An associate librarian
(2) A librarian, or one of several librarians ranking next to the chief librarian, and generally in charge of particular part of the library work, or the activities of departments.

24. Audiovisual Center

This center incorporates the use of software and audiovisual equipment. It is supervised by a librarian who prefers to work in the field of audiovisual equipment. The materials are cataloged by the librarian in the library or by the librarian in the audiovisual and materials center. But both the library materials and the audiovisual listings are incorporated for inventory purposes. The audiovisual center and the library work cooperatively.

25. Author

A writer of a book or body immediately responsible for its existence. A person who collects and puts together writings of several persons may be said to be author of a collection even though not actually writing the text. Also corporate bodies such as societies, firms and institutions may be considered authors of publications issued in their name or by their authority. The title page frequently helps in identifying an author.

26. Author Card

A catalog card containing an author entry.

27. Author Entry

An entry of a work in a catalog under its author's name as heading whether this be a main or an added heading. The author heading may consist of a personal or a corporate name or some substitute for it, that is, initials or pseudonym.

28. Author Number

An author may be designated on the second row of the call number in several ways. The first initial of the last name of the author may be used or, the first three letters of the author's last name may be used.

29. Behavioral Objective

(1) The aims or objectives of education stated as actual performance criteria or a observable description of measureable behavior.
(2) The term describes an instructional intent in such a way that the past instructional behavior of the learner is described. What the learner should do, or be able to do at the conclusion of an instructional sequence.

30. Bibliography

(1) The study of material form of books, with comparison of variation, in issues and copies, as a means of determining the history and transmission of texts.
(2) The art of describing books correctly with respect to authorship, edition and physical form.
(3) The preparation of list of books and maps.
(4) A list of books or maps, differing from a catalog in not being necessary a list of materials in a collection, a library, or a group of libraries.

31. Bridges

Bridges are those books which draw nonreaders to the library. They are written for students with different abilities and interests. Some are easy reading, some are about adventure, career, romance, interest areas such as cars, mechanics and how-to. These books especially in a series of several books, will keep the student reading until the series run out. The student will bridge to another series or to another book in the library.

32. Call Number

Letters, figures and symbols separate in combination, assigned to a book to indicate its location on the shelves. It usually consists of both a book number (top row) and an author number (second row). If a designation for reference or some special collection is desired, it can be placed above the book number.

33. Card Catalog

(1) Physical form of a catalog in which each entry is made on a separate card, the cards are interfiled.
(2) Card catalogs have flexibility, and are easy to guide, but they are bulky, not portable, difficult to scan (only one entry is shown at a time), and one user may obscure many drawers.

34. Card number-catalog cards

A number of a combination of a letter, letters or a date and a number, that identifies a particular card in a stock of printed cards, such as Library of Congress cards.

35. Catalog

(1) A list of documents available in a particular collection arranged in intelligible order.
(2) A list of books, maps, etc., arranged according to some definite plan. As distinguished from a bibliography it is a list which records, describes, and indexes the resources of a collection, a library, or a group of libraries. In a special library it may include entries for materials outside the library and for various types of materials, that is entries for abstracts of periodicals articles and pamphlets and entries under subject for research in progress and for organizations and individuals who are authoritative sources of information on specific subjects.

36. Catalog card

(1) One of the cards composing a card catalog.
(2) A plain or a ruled card, generally of standard size 7.5 cm high and 12.5 cm wide to be used for entries in a catalog or some other record.

37. Catalog or Cataloging Department

(1) The administrative unit of a library in charge of preparing the catalog, and in many libraries of classifying the books.
(2) The library quarters where the cataloging processes are carried on.

38. Cataloger

A librarian who determines the forms of entry and prepares the bibliographical descriptions for a catalog, and in mnay libraries, classifies the books and assigns subject headings.

39. Cataloging

(1) The processes involved in constructing a catalog, describing documents so as to identify and characterize them, providing

entry points peculiar to the document, that is, author headings, title headings, and providing for subject and form approaches.
(2) The process of preparing a catalog or entries for a catalog. In a broad sense, all the processes connected with the preparation and maintaining of a catalog including classification and assignment of subject headings. In a narrower sense, the determining of the forms of entry and preparing the bibliographical descriptions for a catalog.

40. Cataloging In Publication C.I.P.

(1) A form of centralized cataloging in which cataloging data is provided with the document.
(2) Cataloging in publication depends on prepublication cataloging which requires cooperation from publishers .

41. Censorship

The librarian does not view books with the attitude of a censor. However, it is important to choose for the needs of the particular curriculum and grade level served by the library.

42. Central Catalog

(1) The catalog of the central library of a library system. Also called the main catalog or general catalog.
(2) A catalog in a central library of all the collections of a library system.

43. Central Library

The library which is the administrative center of a library system, where the principal collections are kept and handed. Also called the main library.

44. Central Shelf List

(1) A shelf list for the main library of a library system. Sometimes called the main shelf list.
(2) A combined shelf list for books in a main library and its branches or for a system of school libraries. Also called Union Shelf List.

45. Centralized Cataloging

(1) The preparation in one library or a central agency of catalogs for all the libraries of a system.
(2) The preparation of catalog cards by one library or other agency which distributes them to libraries.
(3) The production of cataloging data by a central agency for distribution to local libraries.
(4) This prevents wasteful repetition of work, may lead to improved standards, and helps to produce uniformity in practice between libraries, but there may be a need for local variations in cataloging practice. There may be delay in the supply of data.

The coverage of centralized service may have gaps. Centralized cataloging data may be distributed in the form of a bibliography; as cards, as cataloging in publication, as complete input media, as information from a computer data base through on line terminals in the form of micromaterials.
(5) Cooperative cataloging, precataloging.

46. Certification

The action taken by a legally authorized state body on the professional or technical qualifications of librarians and library workers in publicly supported libraries, based on standard adopted by the body or similar action on a voluntary basis by a professional group such as a state library association.

47. Chief

(1) A personnel rating term applied to a librarian in charge of a library or of a particular type of work, that is, chief librarian, chief cataloger.
(2) The head of a department or a division having a staff of two or more, that is, chief of reference department.

48. Children's Department

(1) The part of a library devoted to reading of children's books.
(2) The administrative unit of a public library system that has charge of working with children in the central children's room and all other agencies offering library services to children. Sometimes known as Junior Department or Juvenile Department.

49. Children's Librarian

(1) The librarian in charge of working with children in a department having staff of less than two.
(2) A professional assistant in a children's department assigned to one of the agencies in a library system giving service to children, usually a branch library or the central children's room.

50 Children's Library

A library devoted exclusively to service for children.

51. Circulating Library

(1) A library that lends books for use within, outside and between school and public libraries. The term is now used almost exclusively for a commercial rental library.
(2) One of a small group of books owned by a county school district and sent in rotation to various schools in the district.
(3) Large collection loaned to school for a semester or school year.

52. Circulation

(1) The activity of a library in lending books to borrowers and keeping of the loans.
(2) The total number of volumes, including pamphlets, periodicals, and all audiovisual media loaned during a given period for use outside the library.

53. Class

A subject group or grouping; a subject number assigned an item.

54. Class Letter

The letter used to designate a specific division of a classification scheme whose notations consists, wholly or in part, of the letters of the alphabet.

55. Class Number

(1) A number used to designate a specific division of a classification scheme whose notations consists wholly or in part of numerals. Also called Classification number.
(2) The notation added to a book and to its entry in a catalog to show the class to which it belongs and indicates its location on the shelves of a library, in accordance with the classification scheme in use.

56. Classification

(1) A systematic scheme for the arrangement of books and other materials according to subject or form.
(2) The assigning of books to their proper place in a system of classification.

57. Classification Schedule

The printed scheme of a particular system of classification.

58. Classification System

A particular scheme of classification, such as the Dewey Decimal Classification System and the Library of Congress Classification System.

59. Classroom Librarian

A student appointed to keep the books on deposit in a classroom library in order and to issue them to students or to serve as a representative of the classroom in its relations with the school library. Sometimes called class librarian.

60. Classroom Library

(1) A semipermanent or a temporary collection of books deposited in

a schoolroom by a public or a school library. Also called classroom deposit, grade library and schoolroom library.
(2) A group of books from a college library sent to a classroom for use by instructors and students.

61. Clerical Assistant

A person who performs under supervision duties requiring experience, speed, accuracy, and clerical ability, but not knowledge of the theory of library work.

62. College Library

(1) A library forming an integral part of a college, organized and administered to meet the needs of its students and faculty.
(2) In a university library system, a library with a collection of books related to the work of a particular college and administered separately by the college or as a part of the university library.
(3) A library in a residential house serving one of the residential groups or colleges into which the undergraduate students are divided.

63. Community Resource

Make use of museums, historical places, monuments, public libraries, industrial plants, and forms to enhance the school learning program. Schedule field trips. Weave the experience gained into learning tasks such as reports or individual projects.

64. Constructed Response

This refers to a learner's response, either to criterion tests items or to materials in the instructional product, wherein he is obliged to make a response which he must generate as opposed to choosing between responses that have been generated for him. For instance, when a student is obliged to construct a short essay this would be an instance of constructed response. Short fill in answers to questionnaires also classified as constructed responses.

65. Cooperating Library

A library that joins another library or group of libraries in some common plan, such as limitation of its collections and services to a particular field, or contribution of cards to a union catalog.

66. Cooperative Book Buying

Joint purchasing of books and periodicals by two more libraries in order to secure lower prices, or an arrangement by two or more libraries not to duplicate purchases of certain types of books.

67. Cooperative Book Selection

The policy adopted by two or more libraries of considering each other's holding.

68. Cooperative Cataloging

The production of catalog entries through the joint action of several libraries in order to avoid duplication of effort. Particularly, the plan by which cooperating libraries prepare copy for catalog card to be printed by the Library of Congress.

69. Cooperative Supply Service

If there are several schools, within a system, a central service can be useful. From there teachers can order materials from a master list made available to all schools in this system. Individual school equipment will vary according to the types of software provided. These can be projectors for film, filmstrip, film loops, and opaque and overhead projectors. In addition, there can be microfilm and video tape machines, cassettes, viewers, listening apparatus, recorders, and electrical kits. Multimedia centers contain many materials of creative nature. Equipment varies according to grade level. Kilns may be used in elementary media work to make pottery and will be used in some upper grade art classes. Many types of electrical kits are supplied by such companies as Du Kane, Bell and Howell, Science Research Associates Incorporated and others. Equipment should be housed within the library or learning center and used at all times by reservation.

70. Course of Study

A guide prepared by a professional group of a particular school or school system as a prescriptive guide to teaching a subject or area of study for a given grade or other instruction group.

71. Criterion

The word usually refers to the measure used to judge the adequacy of an instructional program. Ordinarily, it would be a test broadly conceived of the program's objectives.

72. Criterion Referenced Measurement

Measurement designed to access an individual's status with respect to a particular criterion or standard of performance, irrespective of the relationship of his performance to that of others.

73. Culter Number

The letter plus the number taken from the culter or culter sanborn table assigned to an author's name to form part of the call number.

74. Curriculum

A structured series of intended learning outcomes.

75. Date

Any historical date. In cataloging, the publication or copyright date of a work or the birth and death dates of a person.

76. Date Due Slip

A paper form pasted in a library book on which is stamped the date of the expiration of the loan period.

77. Decimal Classification

(1) The classification scheme for books devised by Melvin Dewey, which divides human knowledge into ten main classes, with further decimal divisions, using a notation of numbers.
(2) An earlier variety of classification based on shelf arrangement rather than subject matter, in which tiers and shelves, each numbered from one to ten, were allocated to certain subjects.

78. Decimal Notation

Fractional notation using a base of ten, so that there are ten notational divisions available at every step.

79. Department

(1) A major administrative unit of a library system set up to perform a delicate function or set of related functions, and having its own staff and definite responsibilities with a head directly responsible to the chief librarian or to the assistant chief librarian.
(2) A section of a library devoted to a particular subject or group of subjects, as in a departmentalized library sometimes called a division.

80. Departmental Library

(1) A collection in a special field attached to a department of instruction in a college or a university and administered as a branch of the main library or independently.
(2) A library maintained by a government department.

81. Departmentalized Library

(1) A library in which all books, periodical and pamphlets whether for reference or circulation are separated according to subject into several distinct divisions, as in a few large public libraries.
(2) A college or university library that maintain separate but usually centrally controlled libraries for certain departments of in instruction.

82. Descriptive Cataloging

Establishing the entries and providing the descriptive information given in the catalog.

83. Dictionary Catalog

A catalog usually on cards, in which all the entries (author, title, subject, series, etc.) and their related reference are arranged together in one general alphabet. The subarrangement frequently varies from the strictly alphabetical.

84. Director

(1) The chief executive head of a library or a library system. Also known as librarian or chief librarian.
(2) The chief administrative head of a library school, and occasionally a library commission.
(3) Sometimes a librarian in charge of a particular type of work in a library system, such as children's work or a training class.
(4) In a few libraries, the administrative head of one of the larger divisions as in the Library of Congress.
(5) A member of the governing board of a library, a trustee.

85. Discipline

This term can be used in a variety of ways, but for most teachers it refers to the procedures by which classroom control and order are maintained.

86. Division

(1) A unit in a library system which is responsible for service in a definite subject or related fields.
(2) In some libraries, a department.
(3) In some libraries, a section of a department.
(4) In a classification scheme, one of the groups into which knowledge is divided, whether a general class divided by sections and subsections or one of the subordinate sections or subsections.
(5) In a classification scheme, a section immediately subordinate to a main class as in the Decimal Classification.

87. Division Library

A collection attached to and administered by a division or a group of related departments of a university or a college, usually with some form of cooperative arrangement with the general library or as a part of the library system.

88. Easy Book

A book mostly composed of pictures for young children.

89. Edition

A distinctive text of a published work; each new edition implies addition to or other changes in the text.

90. Entry

The word, name, or phrase under which a card is filed in the catalog. There are main entries, author entries, title entries, subject entries, series entries, etc.

91. Epitome

A concise statement of the chief points of a work or a concise survey of a subject.

92. Equivalent Practice

This refers to responses made by the learner during the instructional programs which are identical to those called for in the instructional objective.

93. Exchange

(1) The arrangement by which a library sends to another library, institution, or society its own publications, or those of the institution with which it is connected, as a university, and receives in return publications of the other institutions; or sends duplicate materials from its collection to another library and receives other materials in return. Also called, respectively publication exchange and duplicate exchange.
(2) A publication given or received through this arrangement.

94. Extension Library Service

(1) The supplying of books and other library assistance to individuals or organization outside a library's regular service area.
(2) In a university or college, the supplying of books and reference aid to organizations and individuals outside the campus by the general library or a library connected with an extension department. Also called extension service.

95. Faculty Library

Books orders for the professional library may be handled by the principal, or a committee of staff members or the librarian. Sources for books are: education journals, professional departmental magazines, national education listings, educational book clubs, specially produced educational libraries, state education listings and reviews, education magazines such as learning and professional and career journals outside the teaching field. For instance, The Brain Revolution by Marilyn Ferguson listed in a nursing journal, is a review of mental activity explorations such as biofeedback and mind development. Also New Mind, New Body and The Alpha Syllabus both by Barbara Brown were reviewed in

Psychology Today.

96. First Indention

The distance from the left edge of a catalog card at which, according to predetermined rules, the author heading begins on a standard ruled card at the first vertical line. Also called outer indention and author indention.

97. Flexible Classification

A classification scheme into which new subjects may be introduced without destroying the logical arrangement of the system.

98. Formative Evaluation

The evaluation of an instructional program before it is finally completed that is, the attempt to evaluate a program in order to improve it.

99. Full Cataloging

Cataloging that gives detailed bibliographical information in addition to the description essentials for identifying books and locating them in a library.

100. General Library

(1) A library not limited to particular field or special subject.
(2) The main library of a university library system.

101. Goal

A substance, object or situation capable of satisfying a need and toward which motivated behavior is directed, achievement of the goal (sometimes called a reward or incentive) completes the motivated act.

102. Grade Scheme of Service

A system adopted by an individual library for classifying its employees according to type of position and qualifications required for each with specified methods of appointment and promotion, and generally with a salary schedule.

103. Hanging Indention

This is a form of indention in cataloging in which the first line begins at author indention and succeeding line at title indention.

104. Heading

(1) The word or words at the top of a page, chapter, section or article.
(2) In cataloging, the word, name, or phrase at the head of an entry

to indicate some special aspect of the book (authorship, subject content, series, title, etc.) and thereby to bring together in the catalog.

105. Incentives for Reading

Students will respond to reading achievement certificates such as the Newberry Award plan. One may design printed certificates for a certain area of reading or one for reading in all general areas of knowledge. Specify the number of books required. A short summary or a book report of the books read may be desirable. Reading achievement pins can be given in the same way. One may want to devise a plan by which a child may receive a book for reading a certain number of books.

106. Indention

(1) Distance from the left hand side of the catalog card at which typing or printing begins.
(2) A spacing arrangement in typing catalog cards which indicates how many spaces to move in from the left edge of the card. Spacing formulas vary. Ordinarily first, second and third indentions appears as 8, 10, 14; 10, 12, 14 or 10, 12.

107. Information Material Center

In some schools an attempt is made to put audiovisual materials in the library, allowing students to choose slides, filmstrips and viewers freely. This method can be effective if a pretraining program is given to all students in the use of equipment and if enough staff members are present in a supervisory capacity to help students with the multimedia materials.

108. Inservice Training

A program of systematic instruction and practice provided, planned and organized by a library administration to aid in the professional development of staff members while they are engaged in their work.

109. Instructional Objectives

A definitive learning specification in behavioral terms. It states exactly what the student should be able to do after having received the instruction.

110. Instructional Material Center

A collection of print and nonprint materials and equipment so selected, arranged, located and staffed as to serve the needs of teachers and students and to further the purposes of the school. To be a true center it must include the following items listed as well as the equipment necessary to use them.

books
films
filmstrips
magazines
maps
microfilms
motion pictures
newspapers
pamphlets
periodicals

recordings
slides
tapes
transparencies

111. Interlibrary Loans

(1) A cooperative arrangement among libraries by which one library may borrow materials from another library.
(2) A loan of library materials by one library to another library.

112. Knowledge of Results

This expression refers to a scheme by which a learner is provided with information regarding the adequacy of his responses. Sometimes called feedback or corrective feedback, knowledge of results is provided whenever the learner can find out whether his responses are appropriate or inappropriate.

113. Learning Centers or Instructional Material Centers

The materials are organized around a central reading or activity room. This central room is surrounded by various accommondations such as a viewing room, conference room, a browsing room, an audiovisual equipment room and a listening room. The librarian is assisted by staff personnel, an audiovisual assistant (professional) and aides.

114. Lesson Plan

A teaching outline of important points of a lesson for a single class period arranged in the order which they are to be presented. It may include objectives, points to be made, questions to ask, reference to materials, assignments, and so forth.

115. Letter-by-Letter Alphabetizing or Alphabet

Arranging alphabetically strictly according to letter regardless of their division into words.

116. Librarian

(1) A person responsible for the administration of a library.
(2) The chief administrative officer of a library.
(3) A professional member of a library staff.
(4) Combined with name of department, type of work, kind of library, or with a personnel rating term, the term is used to designate the title of staff members, that is, order librarian, children's librarian, branch librarian, senior librarian, teacher librarian.

117. Librarian in the Team Teaching Unit

The area allocated for team teaching may be set up anywhere in the building. Teachers or a school committee determine the programs. The librarian acts as a resource person. The librarian assembles materials for the program and checks it out under each project. Because book carts of materials may be checked out of the library for long periods of time for those programs, duplication of library materials is necessary.

118. Librarianship

The application of knowledge of books and certain principles, theories, and techniques to the establishment, preservation, organization, and use of collections of books and other materials in libraries, and into the extension of library service.

119. Library

(1) A collection of books and similar materials organized and administered for reading consultation and study.
(2) A room, a group of rooms, or a building in which a collection of books and similar materials is organized and administered for reading, consultation, and study.
(3) If there are language labs, reading labs and an audiovisual center, then the library truly functions as a library. It is a source of books, magazines and selected materials. The library and audiovisual center cooperate in learning projects.
(4) A location of all materials of communication well selected, well arranged, well cataloged and staffed with experts who assist in answering questions and finding needed materials. The library contains all types of materials which transmit the ideas, images, and sounds of yesterday, today and tomorrow.

120. Library Administration

The active management of a library, including the formation and carrying out of policies and plans.

121. Library Book Collection

The collection should be geared to fit both low interest students and avid advanced readers. It should show a near ratio of two academic books to every one fiction book. It should be fairly well balanced and well represented in all sections of knowledge pertaining to curriculum. It should show knowledgeable efforts in non-curricular individual interest areas and be as complete as possible in reference resource areas.

122. Library Club

(1) In a school library, a club which assists in the work of the library and may or may not follow a reading program.
(2) A local, district, or state group of librarians organized to meet for discussion and action on professional matters.

123. Library Commission

(1) An organization created by a state to promote library service within the state by the establishment, organization and supervision of public and sometimes, school libraries and by the lending of books and other materials to libraries and to communities without libraries. The term "state library agency" is replacing this term.
(2) Occasionally a local library board.

124. Library District

(1) An area in which the citizens have voted to assume a tax to support a public or a school library, according to legal provisions.
(2) One of the sections into which a state is divided for the holding of library institutes.
(3) One of the regional sections into which a state is divided to facilitate the establishment and maintenance of public libraries in accordance with a state plan.

125. Library Economy

The practical application of library science to the founding, organizing, and administering libraries.

126. Library Extension

The promotion of libraries and wider library service by state, local or regional agencies.

127. Library Hour

A regularly scheduled period which a student or a class spends in the library. Also called Library period.

128. Library Instruction

Teaching readers how to use the library and its materials.

129. Library of Congress Cards

One of the printed catalog cards issued by the Library of Congress and sold to other libraries.

130. Library of Congress Classification

A system of classification for books developed by the Library of Congress for its collections. It has a notation of letters and figures that allow for expansion.

131. Library of Congress Depository Catalog

A catalog containing a complete set of cards printed by the Library of Congress, placed without change in certain libraries. Also called Depository Catalog.

132. Library Planning

(1) Developing a plan for the design and construction of a library building or the buildings of a library system.
(2) The formulation of comprehensive integrated plans for library objectives in city, county, region, state or nation.

133. Library School

An agency which gives in a single academic year at least one coordinated professional curriculum in library science for which credit for a full year of study is granted in accordance with the practice of the institution.

134. Library Science

The knowledge and skill by which printed or written records are reorganized, collected, and organized.

135. Library System

Two or more libraries affiliated for service, one may be administratively subordinate to the other, as a branch.

136. Library Unit

A group of books sent to a classroom from a central school collection.

137. List Price

The price of a book or other publications listed by the publisher in catalog and bibliographers is the retail price established by the publishers.

138. Literature Search

Particularly in a special library a systematic and exhaustive search for published materials bearing on a specific problem or subject with the preparation of abstracts for the use of the researcher, an intermediate stage between reference work and research, and to be differentiated from both.

139. Main Entry

(1) A full catalog entry, usually the author entry, giving all the information necessary to the complete identification of a work. In a card catalog this entry bears also the tracing of all the other headings under which the work in question is entered in the catalog. The main entry used as a master card may bear in addition the tracing of related references and a record of other pertinent official data concerning the work.

(2) The concept of main entry is important when there is a limitation on the number of entries which may be made for a document if there is no limit dictated by cost, space or amount of work involved entries could be made under all possible entry points without discrimination. Where there is a need to control the number of entries, to abbreviate the information given in some entries, or to record on one entry the tracings for a document, then a main entry must be chosen.

(3) By convention, the main entry in a dictionary catalog is the principal subject entry.

140. Manual or Master List

This should be compiled to indicate headings of types of software and departmental subjects available. If a review is made of films, filmstrips, and others a concise description may be included in the listing. The cataloging number and the grade level should be included. Types of instructional materials in the kits should be listed. Are there filmstrips? Filmloops? Tapes? Records? Transparencies? Informational cards? Games? Include the names of the company producing the materials.

141. Marking

The placing of call numbers on books and other library materials.

142. Material or Library Material

Inclusive term for books, periodicals, pamphlets, maps, films, etc., all items which are legitimate acquisitions for a library's collection.

143. Media Educational or Educational Media

A term used in various titles of the National Defense Education Act of 1958 to describe pertinent materials and technological devises such as television, teaching machines, programmed learning materials, electronic learning laboratories; also includes many well established audiovisual media such as motion pictures, filmstrips, slides and records.

144. Media Medium

Mediums in certain cases, anything intervening, such as a carrier or transmitter in, for example, communication, or the means by which a process is rendered.

145. Medium of Instruction

(1) The principal mode by which the plan of instruction is mediated to the learner including face to face instruction by a teacher (in school or out of school) or mediated teaching via prerecorded tapes or records, books, instruction sheets, correspondence or computer assisted instruction, television, or some other audiovisual means or combination of means.
(2) Devices and other materials which present a complete body of information and are largely self-supporting rather than supplementary in the teaching learning process.

146. Multi-Media Program

Sometimes a whole floor of a building is used without partitions for a multimedia center. Separation can be achieved by the use of movable dividers. Such a program is headed by a librarian who is an instructional media specialist. The specialist is assisted by teachers and assistant librarians. The instructional media specialist trains students in the use of audiovisual equipment. This specialist incorporates curriculum in the subjects into an educational program by using library research materials and audiovisual software. The program also encourages student to do and make things having to do with the program.

147. Municipal Library

A public library established maintained and supported through taxation by a city, town, township, village or school district.

148. Municipal Reference Library

A library maintained by a city for the use of city officials.

149. Negative Reinforcer

A stimulus which, removed from a situation, increases the probability of the response that it follows. For example, a teacher might find that releasing a child from an aversive situation (staying after school) would increase the likelihood of a particular response of the child. Negative reinforcement is not to be confused with punishment.

150. Notation

(1) A code with an intelligible ordinal value which is attached to classes in a classification scheme to display and maintain the filing order of the scheme.
(2) The code may be used as a means of easily shelving and finding documents shelved in systematic order, as the basis for order in the classified file, and for administrative purposes, that is for selective stock checking, issue counts, etc.
(3) Allocation, arbitary symbols, arithmetical notations base brevity, empty digits, expressive notations, facet indicators, tense notation, factional notations, gap notations, group notation, hierarchical notations, hospitality, memorability, mixed notation, mnemonic notation, price notation, retroactive notation, sector notation, simplicity, structional notation, and synthesis.

151. On Line Systems

Computer systems which provide direct contact between the searcher and the machine during the searching operation.

152. Order Department or Division

The administrative unit that has charge of selecting and requiring books and other materials by purchase and of keeping the necessary record of these additions and in many libraries of securing books and other materials by gift and exchange. Sometimes called Acquisitions Department.

153. Order Librarian

(1) A librarian in charge of the work of an order department. For a department of two or more the terms Chief of Order Department and Chief Order Librarian are coming into use and to be preferred.
(2) A professional assistant in an order department as a junior order

librarian.

154. Pamphlet

A publication of less than fifty or one hundred pages, usually devoted to a specific subject.

155. Perceived Purpose

Promoting the child's realization of the worth of a particular subject he is studying or an objective he is attempting to accomplish.

156. Periodical

A publication with a distinctive title intended to appear in successive (usually unbound) number or parts at stated or regular intervals and, as a rule, for an indefinite time.

157. Positive Reinforcer

A stimulus which, when added to a situation, increases the probability of the response it follows. For example, a teacher might find that verbal praise would increase the student's tendency to perform a particular classroom action.

158. Private Library

A library not supported by taxation, especially a library belonging to an individual.

159. Procedure Manual

A compilation of procedure for performing specific tasks, or for fulfilling the duties of a particular position in a special library. It is usually more detailed than otherwise comparable with the staff manual of a general library except for the elimination of personnel matters which are usually contained in the case of corporation with employee handbooks.

160. Professional Assistant

A member of the professional staff performing work of a professional grade which requires training and skill in the theoretical or scientific parts of library work as distinct from its merely mechanical parts. The term is applied to all the professional staff except the chief librarian, associate or assistant chief librarians, and head of departments and other administrative divisions of a library.

161. Public Library

(1) A library that serves free all residents of a community, district, or region, and receives its financial support, in whole or in part, from public funds.
(2) Earlier, a library accessible to all residents of a community, but not generally free, as distinguished from private library,

that is a society library, a subscription library.

162. Publisher

The person, firm, or corporate body undertaking the responsibility for the issue of a book or other printed matter to the public. The same person or firm may be printer, publisher, and bookseller, but since the opening years of the nineteenth century, publishing has been, for the most part a separate business.

163. Quick or Ready References

(1) Rapid and easy consultation of materials to find information.
(2) Reference work limited to the most accessible materials.

164. Quiet Room

This is a room for individual study, which is built in addition to the main library, and which may be equipped for a small number of students. It is supervised by one or two adult assistants, teachers or librarians.

165. Reading Areas

The use of study carrels is a good way to obtain reading privacy. A browsing area for magazines and newspapers with informal seating, promotes the students interest in current affairs. A reading room in addition to a multimedia center promotes individual interest in reading.

166. Reading Club

(1) A group, with or without formal organization, which meets at specified times under the supervision of a librarian to discuss and review books.
(2) A club for school children, generally without meetings, planned to stimulate vacation reading. Also called Summer Reading Club.

167. Reading Course

A list of books selected for an individual or a group as a quide to systematic, consecutive reading on a definite subject.

168. Reading Guidance

Directing the choice of books by readers in accordance with their interests and abilities through personal advice or printed lists.

169. Reading Interests

Topics that appeal to readers, especially to those of the same age, sex, occupation, income or cultural group.

170. Reading Laboratory

Set aside an area for better reading and speed reading programs.

Science Research Associates and Scholastic Book Services have excellent programs for building reading skills.

171. Reading Lists

A selection, often annotated, list of books, or of books and articles, suggested for reading and study. Also known as Reference List and Reference Reading List.

172. Reading Machine

An apparatus consisting essentially of a projector and a screen either opaque or translucent on which microfilm is read.

173. Recreational Reading

Any kind of reading matter read for diversion in distinction from that read in connection with work or study.

174. Reference

A direction from one heading to another.

175. Reference Book

(1) A book designed by its arrangement and treatment to be consulted for definite items of information rather than to be read consecutively.
(2) A book whose use is restricted to the library building.

176. Reference Center

A reference center adjacent to the library may be composed of audiovisual software and library material on one or two subjects. For instance, if the reference center deals with science or history, all the materials there even the microfilm and ephemeral materials will pertain to that subject. Often an attempt in this direction is financed by a government grant.

177. Reference Collection

A collection of books and other materials in a library useful for supplying information kept together for convenience and generally not allowed to circulate.

178. Reference Department

(1) The part of a library in which its reference books are kept for consultation.
(2) The administrative unit in charge of the reference work of a library.

179. Reference Librarian

(1) A librarian in charge of the work of a reference department. For a department of two or more, the terms Chief of Reference Department and Chief Reference Librarian are coming into use and are to be preferred.
(2) A professional assistant in a reference department, as senior librarian.

180. Reference Library

(1) A library with either a general collection or a collection limited to a special field, organized for consultation, research and generally noncirculating.
(2) A library whose books may not be taken from the library.

181. Reference Work

That phase of library work which is directly concerned with assistance to readers in securing information and in using the resources of the library in study and research.

182. Reliability

The accuracy with which a measuring device measures something, the degree to which a test measures consistently whatever it measures.

183. Research Librarian

(1) A member of a university library staff, holding one of the positions established experimentally by the Carnegie Corporation, who devotes his time to assisting faculty members in their research, the results of which are to be published.
(2) In a special library, a librarian whose primary function is to collect information and material from within and without the organization, from written sources, and from individuals and organizations, that are authorities in certain fields. The research librarian may or may not summarize and appraise in report form the information gathered.

184. Research Library

A reference library provided with specialized material where exhaustive investigation can be carried on in a particular field as in a technological library, or in several fields, as in a university library.

185. Resource Unit

A collection of suggested learning and teaching activities, procedure materials, and references organized around a unifying topic or learners problem. It is designed to be helpful to teachers in developing their own teaching units.

186. School Branch Library

A library agency in a school building, administered by a public library and a board of education for the use of students, teachers and frequently for the adults of the neighborhood.

187. School District Library

(1) Earlier, a tax supported library established in a school district for the use of school and free to all residents of the district. Also called District Library.
(2) A free public library established and financially supported by action of a school district for the use of all residents of the district, and supervised by a local board of education or by a separate library board.

188. School Duplicate Collection

A collection of books for boys and girls of elementary and junior high school age, duplicating books in a children's department and used to supply books for schoolroom use.

189. School Librarian

A professional trained librarian in charge of a school library.

190. School Library

(1) An organized collection of books housed in a school for the use of students and teachers, and in charge of a librarian or a teacher.
(2) In a university, a collection of books related to the work of a particular school or college, administered separately by the school, college, or as a part of the university library.

191. School Library Department

(1) The administrative unit of a public library that supervises libraries in schools and/or has charge of the distribution of books and other reading matter to schools.
(2) The section of a board of education responsible for the activities of school libraries in a school system.

192. School Library Supervisor

A member of the staff of a library, a local or state board of education who inspects school libraries and advises and directs the school librarian.

193. Scope

The extent or range of content or objectives (or both) covered by a course or curriculum.

194. Selected Response

In selected response, the learner chooses among alternatives presented to him, as when he selects multiple choice response, discriminates between true and false statements, and so on.

195. Software Materials

Include many types of audiovisual materials such as film, filmstrips, film loops, slides, microfilm, tapes, magnetic tapes, records, transparencies, pictures, overlays, kit materials, and others. A source of software is the book jobber.

196. Special Collection

A collection of material of a certain form, on a certain subject, of a certain period, or gathered together for some particular reason, in a library which is more or less general in character.

197. Special Library

A service organized to make desirable information available to a particular organization or limited group.
Its chief functions are
(1) To survey and evaluate current publication, research in progress, and the activities of individual authorities.
(2) To organize pertinent written and unwritten information.
(3) To assemble from within and without the library both publications and data, and to disseminate this information, often in abstract or memorandum form, adapted to the individual work.

Types of special libraries, having various policies method and collections are
(1) The special organization library, serving a corporation, a nonprofit organization, governmental body, etc., and maintained by the organization.
(2) The special branch of a public library, serving certain occupational groups.
(3) The special subject library, serving students, professional groups, members, or the general public, on a given subject, for example, The Chicago Board of Education Central Office Library.

198. Specific Objective

A goal or aim serving as a guide for teaching unit, directed toward the eventual achievement of a general objective and stating preferably in exact terms the results that may be expected from the particular unit of instruction.

199. Staff

(1) The group of persons who carry on the activities of a library under the direction of the librarian or chief librarian.

(2) Occasionally, the group of persons including the librarian or chief librarian, who carry on the activities of a library.
(3) As used with a modifying word or words, a group of persons who carry on the work of a particular department as circulation staff, catalog department staff, or work of a particular character as professional staff, clerical staff.

200. Staff Manual or Handbook

A guidebook for the staff of a particular library, consisting of rules of procedure in the various departments and branches and usually containing samples of forms and lists of supplies. Also called staff cards, staff practice code, or staff instruction book.

201. Standardized Tests

A test for which content has been selected and checked empirically for which norms have been established, for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity.

202. State Library Extension Agency

An organization created or authorized by a state to promote library service in the state by the establishment, organization and supervision of public and sometimes school libraries, and by the lending of books and other materials to libraries and to communities without libraries; that is, library commission or a state library.

203. Story Hour

A period devoted regularly to the telling or reading of stories to children in the children's department of a public library or in a school library.

204. Student Assistant

A student employed part time in the library of a university, college or school to perform nontechnical or nonprofessional duties, sometimes working voluntarily but usually paid on an hourly basis.

205. Subject Analytic

An entry in a catalog under subject of a part of work or of some article contained in a collection (volume of essays, serials, etc.) including a reference to the publication which contains the article or work entered. Also known as subject analytic card, subject analytical and a subject analytic entry.

206. Subject Card

A catalog card having a subject entry.

207. Subject Cataloging

That phase of the process of cataloging which concerns itself with subject matter of books, hence, includes classification and the determination of subject headings.

208. Subject Departmentalization

The administrative division of the books in a large public library into several distinct units according to subject as Civics and Sociology Department, Education Department, Industry and Science Department, etc.

209. Subject Entry

An entry in the card catalog, a catalog or a bibliography under a heading which indicates the subject material found in that publication.

210. Subject Heading

(1) A word or a group of words, indicating a subject under which all materials dealing with the same time is entered in a catalog or a bibliography or is arranged in a file.
(2) Wilson Company catalog card will have printed subject headings and added entries. Some librarians would rather not have subject headings pre-printed and added entries. If the librarian is following an individual subject heading formula, Library of Congress main entry cards may be used. Individualized subject headings may be selected when a special collection of books is being accumulated for departmental or project work.

211. Subject Interest or Focus

The center of the special librarian's attention in the subject fields, that is the primary field of interest of the organization with which the library is connected, subjects logically related to the primary field but of secondary importance, subjects representing the work of departments and divisions of the organization, subjects relating to the administration of the organization, and subjects of common interests to librarians of the same general type, such as museum, libraries, bank libraries, etc.

212. Subject Interests

Topics that appeal to readers, especially to those of the same age, sex, occupation, income, or cultural group.

213. Subprofessional Assistant

A person who performs under the supervision of professional staff members who are legally concerned with the higher routine process peculiar to library work and requiring some knowledge of library procedure.

214. Summative Evaluation

The final evaluation of a program in which the results of the programs are characteristically compared with results of comparable programs in order for selection to be made among competing instructional programs.

215. Supervisor

A staff member who directs the work of a given department or of a group of individuals, or who coordinates the work of related agencies doing special types of library work as supervisor of branches, supervisor of children's work.

216. Teacher Librarian

A person trained to give service both as teacher and as a librarian, whose position requires part time service in each field.

217. Teaching Unit

The plan developed with respect to a particular classroom by an individual teacher to guide the instruction of a unit of work to be carried out by a particular class or group of learners for a period longer than a single class session.

218. Terminal Behavior

The behavior that the learner is to demonstrate at the conclusion of the instructional program. What is terminal behavior in one program may, of course, be the initial behavior for a subsequent program.

219. Time Sharing of Materials

Small school systems may share materials within the school district. This can be done by designating different periods of time for subjects materials to be used in each school. This places students at different cycles of learning, but it provides an expanded scope of audiovisual supplies for each student's educative progress.

220. Title a line

Having entries that occupy only a single line of type.

221. Title Analytic

An entry in a catalog under title for a part of work or of some articles contained in collection (volume of essays, serials, etc.) including a reference to the publication which contains the article or work entered. Also known as Title Analytical card, Title Analytical and Title Analytic Entry.

222. Title Card

A catalog card bearing an added entry under title.

223. Title Entry

The card in the catalog or the record of a work in a catalog or a bibliography listed under the title, generally beginning with the first word, not an article. In a catalog, a title entry may be a main entry or an added entry.

224. Tracing

In a card catalog, the record on the main entry card of all the additional headings under which the work is represented in the catalog. Also the record on a main entry card or an authority card of all the related references made. The tracing may be on the face and on the back of the card or on an accompanying card.

225. Trade Bibliography

A list of books in print or for sale, compiled by a publisher, a bookseller or a group of such agencies.

226. Trade Book

A book published for sale to the general public through the bookselling trade, as distinguished from a textbook, a subscription book, or a book meant for a limited public because of its high price, technical nature or specialized appeal.

227. Trade Catalog

(1) A book or pamphlet issued by a manufacturer, illustrating and describing their products or goods and sometimes, including or accompanied by a price list.
(2) A Trade Bibliography also called Trade List.

228. Trained Assistant

An assistant who has received professional education in a library school.

229. Training Class

A program of systematic training for library service which emphasizes practical work and is conducted by a library primarily for members of its own staff. Distinguished from apprentice class by its more formal and extensive instruction.

230. Union Catalog

(1) An author or a subject catalog of all the books or a selection of books in a group of libraries covering books in all fields, or limited by subject or type of materials generally established by cooperative effort.
(2) A Library of Congress depository catalog combined with cards issued by other libraries, including sometimes cards prepared

by the library having the depository catalog.

231. Union List

A complete record of the holdings for a given group of libraries of material of a given type in a certain field or on a particular subject.

232. Unit Card

A basic catalog card in the form of a main entry, which when duplicated may be used as a unit for all other entries for that work in the catalog by the addition of the appropriate heading. Library of Congress printed cards are the most commonly used unit cards.

233. Unit Method in the Library

In some elementary schools, a unit of subject materials is assembled by the librarian. Teachers, a committee or the principal may choose the materials to be used. The librarian or the teacher may be expected to teach the unit materials. The library, for the most part, is used as a reference work lab or a learning center.

234. University Library

(1) A library or system of libraries, established and maintained by a university to meet the needs of the students and faculty.
(2) The central library of such a system.

235. Validity

The extent to which a test or other measuring instruments fulfills the purpose for which it is used.

236. Vertical File

(1) A case of drawers in which material may be filed vertically.
(2) A collection of pamphlet, clipping, and similar material arranged for ready reference upright in a drawer, box or suitable case.

237. Wilson Card

Catalog cards prepared, printed and sold by the H. W. Wilson Company.

238. Work Space (stack)

That part of a stack alloted to assistants, for routine work, including necessary spaces for card cabinets, book trucks, etc. It is an element included in calculation of floor areas and cubic feet of stack.

239. Young People's Department

A section of a library for the use of older boys and girls and young adults.

Limitations

To fully change a system of the magnitude of the Chicago Public School System including more than six hundred elementary schools, over one hundred high schools, three resource centers and a central professional library of over ten thousand volumes will take several years. Detailed preparations must include careful scrutiny of each facet necessary for this library classification change. This study will present each aspect carefully analyzed to note all details and predict outcomes. The ultimate goal is improved quality of education for all children.

Limiting problems encountered will be numerous and varied and will include the problems of critical thinking, achievement of a meaningful library unit, comparison of various teaching methods, interaction and social climate of the classrooms, teacher attitudes toward this curriculum innovation and analysis of the use of this new knowledge in using the school library and public library. Emphasis will center on the thinking process and the psychological order of learning rather than on the logical order of the presentation.

In the transitional phase between the old and the new, teachers often experience conflicts between allegiance to the old and insecurity with the new. These feelings may constitute a hindrance to success and cause the failure of implementation.

This study will be limited by the time involved to re-educate a large number of teachers and make curriculum changes in textbooks and courses of study guides. Re-education must include all catalogers, librarians and language arts teachers. Inservice training sessions must be scheduled. Time must be allocated for performing additional necessary clerical procedures. Staff limitations and additional initial tasks are conflicting. Finances are not, at present, available for additional personnel and therefore, the teachers must be trained to select programs and organize related procedures necessary to complete this transition.

To facilitate the changeover of the Chicago Public Schools from using the Dewey Decimal Classification System to using the Library of Congress Classification System, already in use by the Chicago Public Library, a handbook had been developed and included. This handbook contains lessons and charts to assist the students and staff to understand and use the Library of Congress system.

The inservice program included is essential for the retraining of staff to new processing procedures. The changeover can then be smooth, quick, efficient and least disruptive of the ongoing library teaching-learning program. Evaluations are also included as a primary procedure to determine progress and to set directions and measure goals.

Evaluation of these newly acquired skills will be difficult and may show a significant trend in critical reflective thinking. Ultimate objectives of this study will be stated and appropriate measuring instruments and devices selected which will accurately evaluate this curriculum revision in its immediate and long term significance.

Chapter 2

REVIEW OF THE BODY OF KNOWLEDGE

A review of the various aspects of library and administration literature show many facets of the problem. The pertinent information avaiable on this topic for background materials, present and future decisions, research and feasibility is vast. Six hundred journals, numerous books and pamphlets, have been closely analyzed to glean data. For better understanding and accessibility to this topic, literature divisions have been established. For clarity and comprehension the complete topic has been divided according to subtopics.

Administration
Automation - cooperation - networks
Cataloging - classification
Librarianship - education
Finance - legislation - federal - state - local
Publishing
Instruction - programmed - automation
- teaching elementary
  - high school
  - college and university
- Instructional Media Center
- standards
- research

Administration and instruction are included when pertinent throughout each subtopic. A representative number of materials have been closely scrutinized and are carefully described and analyzed giving a clearer understanding of this vast topic. This helps relate to the imperative questions of the necessity to reclassify all of the library materials of the Chicago Public Schools.

Change which is a necessary part of all educational patterns occurs in cycles. Like children's growth it needs stimulation to go toward desirable objectives. These objectives are the result of a professional interpretation of the educational needs of the community as they relate to the function and purposes of public education in American democracy. The degree the needs are met depends upon the leadership of educational administration and the quality and effectiveness of the educational program.

Education makes desirable changes in behavior resulting in learning to think, feel and act more effectively. Education organizations are especially complex and have a great variety of problems. An educational administrator's decision must reflect the past and guide the future. Changes which are inevitable must be structured to fit the principles and practices of desirable educational service. Administrators are responsible for the effective organization of the school system. With planning, enrichment and strenthening, the school instructional program can be efficiently and systematically developed jointly by administrators, teachers, and librarians with each using his special talents to achieve the well-defined goals of the instructional program.

The library is the hub of the school instructional program. All activity revolves around it and leads into or away from this center along the spokes of the wheel. The natural flow of work and learning to and from the classroom, to and from the library flows along these spokes. Whether thought of in traditional form, or in the more recent sense as a material center, the library is an integral part of all teaching and learning activities. The library is not artifically separated from the classroom but a natural outgrowth of what transpires. When materials are carefully selected, properly organized, and effectively used, the demarcation between the classroom and the library is difficult to determine.

Administration

Administrators must not merely orderly arrange the various elements of a situation but, with sound ideas regarding the instructional program, work harmoniously with individuals and groups, thus considering the total educational environment. The behavior of individuals in the organization reflects the accomplishments of the organization. Administrators must change behavior for desirable results or services. A knowledge of self and understanding of the consequences of behavior is vital.

Dag Hammershjold said "Only he who keeps his eye fixed on the far horizon will find the right road." (54:7) In administering the library, one must lift his eyes toward the horizon, then select and take aim toward an objective. This is not the easy or comfortable way to go around thorny problems, but one must deal with them decisively and effectively. Do not worry that one false step will arouse sleeping serpents among patrons, staff or governing authorities. We are all too prone to so immerse ourselves in the daily routine that we lose sight of the horizons and find ourselves merely going in cycles. (36:51-2).

In the library, you must know where you are going. First, gather all appropriate facts, figures and opinions. Next, do a self study to determine particular strengths and weaknesses. Then take aim, direction, specifically look to the horizon and select goals. Major long term goals will require considerable time, effort, and money. Minor goals will be achieved quicker with less financial outlay.

Once you have selected your objective, then plot your course. It may be best to reach it by a "one-shot-everybody-in-the act" approach. It is also vital to develop a positive attitude approach. Always find a way of doing something, rather than advancing reasons why it can't be done.

The next step is to sell your plan. Inservice sessions are one possible selling vehicle. All the persons involved must be convinced that the plans are worthwhile and have practical obtainable goals, also, a suitable method for progressing toward these goals must be devised. Patrons, staff and governing authorities, all need to be convinced of the merit of the project. This is especially important if extra financing or extra staff is involved.

As you move forward, lift your eyes to the horizon occasionally to keep your objectives in view. Take a backward glance from time to time to affirm your progress. It is necessary to reset your compass as the need arises. When objectives have been reached or even considerable progress made, tell everyone about it. Let the light shine! (36:52).

Consideration must be given to more than organizational structure and procedure, so a successful administrator starts at the beginning and considers actual events in the organization dictated by administrative behaviors. Dean Willard, (134:311-2) director of the Library Science Program Indiana University at South Bend, discusses the causes for wrong or right organizational behavior which originate in our basic behavior and habits traditionally growing out of feeling about ourselves and our feelings toward others. Seven library administration problems are derived from administration library literature as the seven deadly sins or warnings of administration.

First and most widespread is fear. Organizational fear to take any action positive or negative, usually is indirectly expressed. Second, and causing the first is insistence on the legalistic approach over the scientific method in problem solving in essence, blame. A host of variables and contributing causes and responsibilities are cancelled. Contributing cause, usually inadequate job descriptions must be considered if fairness is to be achieved.

Thirdly, and causing confusion because of a lack of understanding, are the differences between production and service organizations. Production organizations demand efficiency, and service organizations demand effectiveness. Production concerns only a certain select segment of the market operations for profit. Service considers the entire problem and tries to avoid controversy and protect the sources of their existence, their budget. Problems arise when management selects the wrong model for its basis of operation. Business principles can not always be appropriately applied to library operations. One problem for both institution types is that personnel must be considered in organization management. Consider both what the organization does for the employees and what the employee does for the organization.

A fourth major cause for anger and frustration is that administrative expediency creates tension, stress, nervousness and confusion. This is most insidious but most prevalent because of attempts to pacify all staff, governing authorities or a host of others involved. Administrators should not be "yes men" but should make decisions based on planning, consideration, and cooperation between the needs of the service to be performed and the personnel performing the service.

Administration by crisis and surprise is a fifth cause. Lack of planning allows circumstance to dictate policy or to drop everything because of insignificant events are turned into crises which create staff conflicts, and are challenges to authority. This can be remedied by providing training, accurate adequate detailed job descriptions, personnel manuals, communication and cooperation to prevent confusion and jurisdictional disputes or conflicts.

Ranking, sixth, excessive bureaucracy does not allow the personnel that has to carry out the decisions to be part of the decision making process. Decisions made give rise to vehement complaints. The job is performed without responsibility to it. This robs the individual of his self esteem. With excessive bureaucracy the chief is out of touch with the staff and the patrons.

Platitudes and fads take last place in these administrative foibles. Enduring platitudes such as, "my door is always open to any problem" are pleasantries which are used as substitutes for sincere concern. Listening is the best and most sincere communication skill.

Service organizations must stress effectiveness, but effectiveness will not come from an unhappy employee. Dissatisfied librarians produce dissatisfied patrons. Using the basic theme of humanitarian administration shifts the emphasis from production to people or service. Maslow's hierarchy of needs provides the model. Communication skills improve with human relations skills emphasizing listening techniques. Administrators must learn to really listen. Carl Rogers, in his book On Becoming a Person, provides a perfect formula, "Each person can speak up for himself only after he has first restated the ideas and feelings of the previous speaker accurately, and to the speaker's satisfaction." (134:317). (110:332). To develop better communication skills, consult Harold Zelko's book Successful Conference and Discussion Techniques. (137).

All organization ills cannot be cured by administrative theories. Consideration must be given to organizational structure and procedures. Successful administration begins with considering actual events of individual rather than administrative behavior. Every administrator should remember his true purpose is not to human frailities or idiosyncrasies but to the organization, its team and its management.

An early proponent of the now widespread idea of the library as the essential center of intellectual activity particularly in the school was John Coulbourn in his book, Administering the School Library, 1942. Coulbourn (35:vii) observes administrators have not been educational leaders amid controversies over instructional materials and methods. Times are changing rapidly. Administrators must do more than merely recite the conditions, aims, programs, problem, plans, obligations, routines, and relationships of the organization, but must pursue the philosophy of realistic democratic leadership, enlisting the cooperation of others in developing ideas arriving at new concepts and carrying out decisions.

The administration is accountable for the educational experiences of all the children. Administrators are responsible and must be held accountable. This is an old term whose new meaning reflects society's interest and restlessness for quality education. In discussing accountability, Lucille Hatch, Professor Graduate School of Librarianship University of Denver and Ralph A. Forsythe, Associate Director Bureau of Educational Research and Acting Director of the School of Education University of Denver Denver, Colorado, (55:617) note administrators looking for answers to the many questions concerning accountability have discovered McNamara's planning, programming, budgeting system, P.P.B.S. which had brought some organizations out of chaos in the unwieldly Department of Defense. Industry and the federal government have used this program to develop comprehensive and definitive plans to measure the capacities of the America production industry. P.P.B.S. programs with various requirements have been adopted nationwide and offer the greatest possibility of success. There are as many P.P.B.S. models as there are writers on P.P.B.S. but each basically contains the following elements.

> Identification of district-wide goals and objectives
> Identification of programs and activities to be planned
> Identification of outcomes and cost of programs
> Generation of alternative programs and activities
> Selection of desired alternative programs and activities
> Implementation and evaluation of alternatives
> Feedback of information to the system
> Repetition of the total program. (55:622).

To make current programs more proficient and efficient, they must be revised and redesigned to fulfill identified unmet needs. This can be accomplished through staff inservice programs, developing problem solving skills, and using rational analysis to determine appropriate ways to achieve efficient economical educational goals.

After programs have been selected and designed according to priority, appropriate media and resource services can be allocated. Data concerning the cost of services, staffing, resources available and facilities must be developed; concurrently with the identification, analysis, evaluation and selection of programs and activities, program accounting and budgeting procedure if P.P.B.S. is to succeed. (55:624).

The Program Evaluation and Review Technique PERT was used to determine and grade the thirty-five steps needed to implement the program created for School District #68 in Skokie, Illinois. (66:59). Integral to the system was the use of the computer in ten of the thirty-five steps. (55:625). The library program is a large budget item.

Weiss summarizes the advantages and disadvantages stating, "Public school planning and budgeting should be evaluated on criteria responsiveness and effectiveness. Without the major elements of P.P.B.S. it is impossible for decision makers in any school to respond systematically to any need or influence, and further, impossible for them to decide whether the schools have been effective in achieving any of their purposes. If administrators, teachers, and parents believe their homilies about the mission of the schools, then they must, logically, advocate planning reform." (133:27). (55:626).

"There are many aspects to be taken into consideration when shaping programs for school media centers, educational, demographic, organizational and legal," states Robert Wedgeworth. (132:34). (55:628). Administration to meet the challenges of the school library must effectively develop its important role. Wedgeworth believes a model for such plans should contain a combination of each of the following aspects.

> The most effective combination of programs and services to support the general educational program and to provide for individual learning experiences at appropriate levels
>
> Trends in school population (size, age, family composition and characteristics) and other change-producing influences

Forecasts of the availability and level of funding sources

Alternate program combinations depending on the availability of funds, personnel, equipment, etc.

Controls on programs and services which provide the means for evaluating the costs and benefits at regular intervals

A clientele (e.g. teachers and principals) both at the building level and the district level who are convinced of the value of the program and will support it. (132:34).

James Lieserner in "The Development of a Planning Process for Media Programs," has reacted to the "facts" and principles outlines by Wedgeworth by formulating nine very concrete steps designed specifically for the media specialist faced with the need or the desire to implement a P.P.B.S. design. The process (71:28-87) (55:628) developed with the cooperation of the Maryland State Department of Education, Division of Library Development and Services; the Montgomery Country Public Schools; and the School of Library and Information Services, University of Maryland is clear, easy to understand and appropriate to the needs of the media specialists, who recognize that accountable conscious administrators and school boards will require systematic, rational, responsive media programs with adequate documentation of what was done, why it was done, and what resources and services were required. For each and every step the objective is defined, one should collect data, one should set the direction and suitable techniques are described along with an explanation of results that may be expected. (71:278-87). (55:628).

To supplement, A Systematic Planning Process for School Media Programs (73). (55:629), Liesener has prepared a very practical instrument packet which includes

An Inventory of School Library Media Center Services
A form for determining preferences for School Library/Media

Center Services
A School Library/Media Program Data Collection Guide
A School Library/Media Program Costing Matrix (72).

With the book and the instrument packet any media specialist can play a very dominant role in a school district P.P.B.S. program. (55:629).

P.P.B.S., as far as school media centers are concerned is a concept whose time has not yet arrived for the great majority of school districts in the United States. It is, however, a vital idea that is growing rapidly. Not only have the tools (computers, P.E.R.T., Charts, and a variety of P.P.B.S. designs) for successful planning, programming, budgeting and evaluating now been provided for the school administrator and the media specialist, but the public is beginning to demand a logical, rational, workable approach to evaluating the learning experiences of its children in relationship to society's goals and objectives and the financial expenditures involved. If media specialists believe that the media program is vital to the achievement of educational goals, then each and every media specialist must be intimately involved with every aspect of whatever P.P.B.S. design adopted. (55:629).

Using Liesener's approach, Ruby Gunderson, (55:59) in writing a plan for Kegonsa Wisconsin Elementary Schools view accountability in library science through an analysis of the present program. Long range goals must be implemented. In the simple elementary setting in the areas of reference services, instruction, access to materials, equipment and consulting services, collect data by tabulating the total time spent in each area. Set the direction necessary to achieve long range and intermediary goals. Dr. Liesener (52:60) says the librarian's role could be described as the mediator or facilitator of the interaction between client and information or media in order to achieve learning objectives. A determination must be made of what should be accomplished and the route taken to achieve these ends. A written plan is necessary containing definite goals and must establish a specified time table for the implementation of a well planned program.

To plan for useful important growth that the administrator, in his strategic position, must consider is the functional relationship of the library. To achieve all possible functions within his grasp, every administrator must consider the library's objectives and relate them to the broader objectives of the total institution. Administrators must chart a progressive course to build the library program as it is related to building the total program. The solution to these problems is a direct challenge confronting administrators and is vital in the conception of modern education, giving justification for consideration of the important functions and responsibilities of the library.

As a key to better school administration, Burton C. Tiffany, former superintendent of schools in Chula Vista, California, decided that to do his job successfully, school administrators and media specialists must have a very close working relationship which capitalizes on the librarian's knowledge. This team cooperative action must carry through the areas of buildings, business, personnel, community relations, and curriculum. Team cooperation will achieve the goals of helping children and youth through individualized instruction, developing a love of learning, learning how to learn, improving self-concepts, and extending problem solving abilities, using creativity and achieving essential productive skills, attitudes and understanding that students require for satisfying lives. (121:378).

Education's changing needs are best met in the library/media center. Administrative teams including media specialists and librarians through cooperative efforts will provide adequate expandable essential facilities, variety of needed quantity and quality materials, and sufficient qualified personnel arranged to provide opportunities to improve all aspects of public education and library services.

Automation

The basic characteristics, premise or foundation of libraries regardless of their type or size is sharing. It may be only ideas or it could be materials or equipment. With sharing in mind, one should think of automation, networks and cooperatives.

Automation can and will have very far reaching effects. Joseph Becker, (11:1) Director of Information Services Interuniversity Communications Council, at the first meeting of the newly formed Information Science and Automation Division of the American Library Association recalls rare scattered early professional attempts during the 1940's and 1950's to apply a punch-card machine to library routines. Among them, for example, was Margery Quigley's punched-card circulation control system at Montclair Public Library in New Jersey. Ralph Shaw developed the Rapid Selector, using film as the processing medium instead of cards. Dorothy Alvord, at the King County Public Library of Seattle, Washington, rented a key punch, a sorter, and a tabulator, and with them involved one of the first if not actually the first machine-produced book catalog. (11:1).

Two events in the late 1950's and early 1960's gave further impetus to library automation developments. The first was general recognition and acceptance of the digital computer's ability to perform nonnumerical work. The second was the creation of the Council on Library Resources by the Ford Foundation to enhance understanding of the new technology and promote innovative research. (11:1).

John Ashford, (3:1-7) suggests a factor checklist be considered when deciding on the use of a minicomputer for library housekeeping routines operating systems, language, computer, capability. The approach to software development is outlined in relation to library characteristics. Also considered are ways of reducing total costs as well as costs of packages and collaborative systems.

To consider the use of minicomputers, Jane Wainwright (130:7-13) suggests a comparison should be made between the costs associated. Data should be gathered from visiting various libraries comparing and exploring facilities. State and special libraries should be examined. The disadvantages, advantages and other factors including staffing software and hardware selection should be considered. A modest beginning but expanding after use has been determined as the best way to use computers. The greater the accomplishments the greater the need for further study training and future expansion.

Pizer (104:1-14) suggested there are a variety of problems encountered before the planned system become operational after the major decision to automate. The problems include personnel, budget, procurement of adjunct services, institutional priorities, and manufacturing uncertainties.

The growth of information, and the rapid pace of change is staggering. As our most precious resource, which is information grows, so does the needs for more powerful devices to move this information from point to point. In order to satisfy the growing information needs and demands of society, we must invent devices which make information available expeditiously and economically. In attempting to predict the future, Neelameghen (87:10) notes some trends in the information rich and technologically fast developing world of tomorrow. The pace and direction of social change is likely to be set and guided by those individual institutions, and nations having the capabilities for optimal use of information, in making gainful decisions in all areas of human endeavour (87:10). In the coming decades a good part of the world's effort will be directed towards devising means and methods of increasing access to and use of information at all levels.

Dispensing information at all levels through network libraries is potentially the most valuable in the continuing development of library plans and services. Starting at the national level, the Library of Congress plans described by Henriette D. Abram Senior Systems Analyst Library of Congress (4:79), refers to the MARC Machine-Readable Cataloging Pilot Project reflects the basic philosophy of the Information Systems Office of the Library of Congress. This is tomorrow's system in use today. This model was developed with two severe constraints time and funds. Evaluation of use is the basis for decisions concerning criteria construction for an operational system. MARC network moves data in one direction from the core or hub that is the Library of Congress to participating libraries. Redesigning and advanced planning will have major implications in the new uses and implications as well as determining its value. Cost benefits must be determined. The economies must be weighed against the value of improved information functions in a highly complex community. Moving toward a nation-wide bibliographic system is a goal requiring communication and working together to achieve the best understanding of the potentials and limitation of this new system.

State and regional networks of public, academic and special libraries supply a variety of services through contractual arrangements inside and outside of their memberships. Some of these services are described in the journal Special Libraries by Evalene Neff (88:127-30) discussing New York State. Mississippi (90:31-3), Michigan (78:14-15), Minnesota (122:319-28), New Mexico (1:1), Washington (21:1166), are but a few examples of the numerous cooperative networks becoming officially sanctioned through legislation and amending laws to develop statewide multitype library networks.

Many librarians and many information professionals in automative network fields are concerned with germinating, defining, and developing a beneficial organizational framework solving technical and managerial problem. Library networks developing through social, state and national levels are growing and are valuable.

Interlibrary cooperative arrangements between academic, public and school libraries is a new trend utilizing resources of each by the other and specific criteria of each must be met. When Ohio (44:13-15) and Illinois (62:813) collaborate staff and resources are shared. These joint programs involve the community also. Throughout the implementation of these programs, care was taken to involve both school and public librarians in those areas where they had expertise and a desire to participate. The basic nature of the school library and the public library has not changed. The structure for library support has changed and has resulted in strengthening the service. The basic reason for cooperative effort is finance. Joint use of facilities extends service and gives greater use from usually limited funds.

Librarians take pride in successful cooperatives. In metropolitan Chicago, formal cooperatives among the various types of libraries providing better services motivated the formation of the Illinois Regional Library Council (13:18) leading to a union list of holdings for Illinois, adopting standards and a special Infopass program. Communication of mutual needs and providing for solving mutual problems is possible when various types of libraries have an autonomous cooperative organization. This takes careful planning and hard work. All participants have a lot to gain from regional cooperation. (13:22).

Cooperative structures range from informal, loose knit consortia to public library systems with various ranges of actual control over their participating agencies, to huge organizations taking in large regions and involving every type of library. Among the newest developments are the high powered linkages of academic and research libraries, the first, and surely not the last of which is the Research Libraries Group (Harvard, Yale, Columbia and the New York Public Library) which has the resources to develop its own automated system and massive holdings to give it a claim as a national resource on extensive federal support. (93:178).

In some states, the formation of public library systems is still going on, while others have gone as far as possible with the basic structure, notably New York, Illinois and California. Progress is being made in developing the next generation of structure. The intertype regional system is based on the idea that the library user should have access to the materials he needs, wherever they are, and by means of coordination of all library resources. (93-178).

In Canada, a cooperative network system is emerging, linking librarians and publishers who use the information in the production of their own catalogs. The image of the librarian is changing. A user oriented interactive automated network designed specifically to facilitate choice for purchase or study creates a more positive image. Management application of the data for in-house operations, such as inventory control in both publishing house and libraries, purchasing procedures, and statistical analysis, would be relegated to subsystem development. However, if the system potential appear obvious, the difference between conception and application must be measured by normal human response to change. As today, the mechanics of librarianship are based on a new technology, it is probable that real progress will occur only as the new generation is familiarized with the problems and the new technology at the outset of its career. (136:359).

New technology is emerging in Ontario at the University of Toronto as the library network is made possible by a group of technically innovative specialists and exploited by others in expectation of the common good of their patrons.

Many libraries are innovative in their use of automative technology. White Plains Public Library is the first to put into service a coin operated public access computer. It is a minicomputer. Also available are courses in basic language computer programming designed to help patrons design their own programs. (29:576).

Sharing through automation, the decision to computerize is the basic concern of many library administrations. Required is the specific consent or approval of superior administrators of authorities. They would evaluate the reasoning leading to the decision, consider the respective advantages and disadvantages of the conventional and automated systems and make available the means necessary for a system change in the library.

Administrators would consider and solve personnel problems, problems caused by department arrangement of libraries, problems of work process, problems of libraries, shaped by library autonomy and by outside forces. (100:268).

In these initial steps of cooperation, library administration must view and consider restrictions but find the best procedures to establish library dedicated computer centers serving a lively exchange of data among system participants. Difficulties and problems lead to improvement in organization and new structures.

Administrators and librarians note changes are difficult. Murray S. Martin, (81:88) Associate Dean of Libraries Pennsylvania State University explains that any change proposal should be prepared with as many alternatives as are reasonable, and should state clearly the effects of these alternatives on costs, time table and results. The proposal must also be complete as possible. One should not overlook ancillary costs such as transportation, installation, provision of electrical outlets, maintenance agreements, physical plants or changes in personnel. Administrators know the difference between planning and achievement also the difficulties of delay. A very important need is to involve the library personnel in the various phases of decisions making. Automation can and will have far-reaching effects on the library staff and library operations. The gradual phase in any system and the transition will be smoother in an atmosphere of understanding and helpful insights. Administrators know the intertwining complexities of budget, the difficulties of intrainstitutional relationships and the increasing pressure of external control. It is also necessary to choose correctly and beneficially between alternatives. Administrative decision making must be innovative but this is difficult.

The scope of automation, networks and cooperatives is without end and literally reaches across the nation as well as around the world. Services could and soon will require only a common telephone or attachment to sophisticated instruments operated by advanced technicians. Now library automation technology includes copying machines and communication equipment as well as data processing equipment.

The newest and most significant trend in library automation is increasing federal involvement in information handling activities, starting with the Library of Congress Project MARC catalog, records and tapes to such things as the direct publication or indirect support of primary and secondary journals, support translation services, support of new library construction, granting of book purchase funds, sponsorship of library research and development projects, sponsorships of library school fellowships, implementation of decentralized and regional information and data centers, and establishment of a National Commission of Libraries. This federal involvement is likely to grow during the next few years. (16:145).

In view of recent library mechanizations and the new trends in library technical processes, the decision makers in the Chicago Public School Libraries must consider becoming a part of these plans. Preparatory plans must be organized for transitional changes in view of the public to be served. The students will be participating and must be prepared to fully utilize these new facilities as they met them in the public libraries and universities. We can not remain still and stagnate while around us new trends, ideas and new facilities are emerging. Federal funding sources, the important economic question, is demanding movement in new directions.

Cataloging

In preparation for cataloging, the topic must be divided. Scrutinizing the literature makes it apparent the topic may be divided considering the general topic of classification, the areas of classification, that is the Dewey Decimal Classification system or D.C. and Library of Congress Classification system or L.C. Also one should consider several types of automative systems, standards, teaching aids for school and public libraries. Concern was given to mechanics such as card arrangements and various types of state or nation wide systems such as Union catalogs.

Several cataloging manuals for school libraries have been scrutinized. In cataloging materials first one should consider the purpose. A system, term or phase should be selected which is suitable to a particular library. Plans must be made for cataloging works for a very specific set of clients, who may be scholars, rural people, children, adults, or professionals. There must be a balance to assure needs are satisfied at different levels.

Esther J. Piercy, (102) (103) Chief of Processing Enoch Pratt Free Library, Baltimore, Maryland, in her cataloging manuals recommends using the most expeditious and economical means of organizing library materials. The librarian must first decide what purposes the collection is intended to serve and how to best organize the materials to perform this service.

Cataloging must be adjusted to the level of the user. Arrangements used should be modified, abridged or simplified to fit the user. Research by trained catalogers is needed to determine and recommend the complexities of punctuation and other cataloging details and set guide lines for necessary modifications.

Essentially with the anticipated universal availability of Library of Congress cards, each library will no longer need its own cataloging staff. Except for a few catalogers to handle the small number of titles not covered by L.C. all processing will be Library of Congress based. Many cataloging services are available. Now with the advent of MARC and massive computerization, new possibilities of centralization and standardization are emerging. A variety of commercial and centralized processors who previously independently selected and defined catalog records now more uniformly follow L.C. Greater suitability is available since L.C. currently provides valuable annotations and alternate headings for children's books. L.C. is slow to adjust to social changes and frequently fails to recognize new terms until a large segment of materials is available. Hand cataloging is still needed to adjust to the realities of local situations.

Maurice J. Freedman, (46:194) coordinator of Technical Services the Branch System New York Public Library, believes the unquestioned leadership of the Library of Congress is changing. L.C. still supplies more catalog cards than any other cataloging service in the country, but the scope and magnitude of the problem had made adjustments necessary. To improve the promptness of its service L.C. created and superseded its manual method of card reproduction and order fulfillment with an automated system primarily designed to reproduce. The eventual success of this multimillion dollar system as substantially improved the service. Maurice Freeman also attended a catalog institute in New York and found dissatisfaction with L.C. subjects because of a lack of sensitivity and a loss of integrity among catalogers caused by rule changes and lack of authority control in automated systems. (45:595).

Alternatives are on the horizon. For example, the establishment of a national bibliographic center for public libraries primarily concerned with cataloging rules as they relate to domestic public libraries. (46:196). How cataloging is organized, machine or otherwise by those who care that the quality of the catalog as a public service tool is essential. To be vital tool, the catalog must be usable and responsive. The Chicago Public School Libraries must follow in the footsteps of the Chicago Public Libraries through conversion so as to be responsive to the needs of its public. Vigorous action is necessary to follow the Chicago Public Library now converting and the Cleveland Public Library now converting from Dewey Decimal Classification System to the Library of Congress Classification System. The Cleveland Administration said that when all this is accomplished, the library can get rid of its entire cataloging staff. (46:197). (23:1373).

It is urgent and imperative to adopt standards because of the extraordinary demand book processing services. Each vendor must follow an established cataloging policy based on the needs of the library field. Cataloging committees of experts have set standards because they recognize the need for assuring uniformity and consistency in cataloging from all sources. (110:20). L.C. catalogers for children adopted standards in 1969. This important step has taken several years to implement due to budgetary consideration. Uniform present standardization of all children's materials cost less than the prevalent individualized customized cataloging of school and public libraries. (110:21). Changes in job structure are made slowly.

Since 1973, Chicago Public School Libraries have attempted to conform to the standards and utilize commercial cataloging for the elementary schools. Adjustments were made of previous cataloged materials to agree with new materials. In the children's literature field which includes high school and elementary, Lois Doman Rose, (110) head of the Children's Literature Section Library of Congress was instrumental in leading the committee to develop standards for original cataloging.

It is recommended by Jane Huffstruller, (60:35) Material Center coordinator Pharr San Juan Alamo Independent School District Pharr, Texas, to modify printed catalog cards to suit the particular needs of each library, particularly elementary. It is a task that consumes less time to adjust inappropriate subjects and tracing of preprinted cards than to type sets of cards. Voicing their opinions, other librarians completely agree (60:35) and also eliminate unwanted decimal places on the book spines. To stimulate interest in the card catalog, Meribah

Howarth in Ohio added thirty-four scents on subject guide cards in the children's and adult catalogs. These easy to maintain replaceable guide cards received excellent response from the public. (59:21).

Cataloging rules are being revised and new standards set as new media are included in library materials. Non book materials are now being cataloged with a revision of Anglo-American Cataloging Rules. Introduction and acceptance of these new practices assist catalogers in making decisions covering a wide variety of instructional materials including charts, dioramas, flash cards, games, kits, models and realia and such widely differing works as non theatrical films, slides, transparencies, videorecordings. (123:260-61). B. R. Tucker, principal Descriptive Cataloger Descriptive Cataloging Division Library of Congress, discussed setting standard rules and cooperation between individuals and organizations in Canada, Great Britain and the United States. Only with cooperative efforts can uniform standards be achieved and utilized for the benefit of all libraries involved.

As libraries grow into library systems, the automation of cataloging is inevitable. It is space saving, economical, expansive and not cumbersome. The Library of Congress is leading, followed by many, for example, Michigan with computer output, microfilm, Utah with online and photocopy machines in Massachusetts. (6:766).

Computers are now a part of daily library routine in the Learning Resource Center, in Harford Community College, Bel Air, Maryland. This newly opened learning resource center offers a full array of audiovisual programmed instruction learning aids, and uses the computer system in library circulation. As part of the daily processing routine, the system notes all overdue materials, computes the fines and automatically prints the overdue fine notices for mailing. Library transaction statistics are available from the computer on a daily, weekly, monthly and year-to-date basis. Programs for the new system are added continuously. (31:39).

Great changes are taking place in library cataloging. This new era for some is to much to fast, but this revolution in the making is viewed by others as imminent. Catalogers and users must learn to adjust to new methods and different tools. Library of Congress is increasing its efforts to reach out to communities and assist in making decisions affecting general and specific needs. Standards are being revised to reflect social change and adjust to new materials currently used. Chicago Public Schools have taken a first step in adopting standards, using commerical processing and centralized cataloging. Further steps must be taken to prepare for the future in automation with new trends and ideas which extend the student's library habit into the complex realm of life.

Cooperation is the key. Through cooperative efforts of the Chicago Public Library and the Chicago Public School System, our students will advance and attain scholastic success. The realization for interdependency and the need for cooperation holds the promise for the future.

Librarianship

The library and its services are only as good as the librarian. Scrutinizing the literature reveals education for librarians is progressing through an upward spiral. According to Ken Jones, writing in the journal New Library World, library schools have a responsibility to take the initiative in reporting and publishing new developments and the state of the act (not of literature) in the many fields of librarianship. The possibilities are exciting. Each new facet of the automation field has to have trained persons. Library education including the traditional adherence to detail now is expanding into on site training courses about data processing. The need for continuing education in particular and the opportunities currently existing for the implementation of individual study are great. Educational programs are scarce which can be arranged by individuals to suit particular needs. Programs should be organized and coordinated on a state wide basis to include workshops inservice training and correspondence courses. (32:2218).

New challenges and changing demands indicate the necessity for modification of professional education. Mary Kingsbury (67:251), Assistant Professor School of Library Science and Research Associate in the Institute for Research in Social Science University of North Carolina, reveals in a research study the serious discrepancy existing between the school librarian's expectations for library education and the realities of preparation. School librarians must be trained as both media specialists and curriculum consultants prepared to work with teachers in instructional planning and design. This training will shift for education to colleges instead of library schools and is directing a challenge to educators. Another related innovative priority is to make every school teacher a media specialist through required courses in library media skills such as selection, utilization, and subject reference. When library educators assume greater responsibilities such as reevaluation and revamping of programs, this will encourage communicators rather than custodians to become school librarians.

Thomas J. Galvin (49:274) writing in Library Journal, urges the concept of a multi-purpose degree preparing the individual for a variety of positions. To lead to a degree this concept must be studied in further depth considering its economic impact and how it relates to present single purpose programs. Since libraries are emerging to be wide range information centers, librarians must be prepared for information careers. (49:275). For those professionals already in the field, continuing education will expand the range of learning opportunities to upgrade their professional skills for librarians, media specialists and other information service personnel. Change is necessary to develop adequate programs for a wide range of individuals to continue their learning needs. Established pedagogical structures will have to be broken by innovative approaches appropriate and relevant to the practitioner's needs. Institutions, professional associations and others have to join in a partnership to offer the broadest possible range of advance study opportunities. The future of the profession is determined by the willingness of the schools and the practitioners to change to improve and enhance the service.

With additional training, librarians will be able to provide not only the information tools which allow individuals to better manipulate the system, but also skills for research and to change the system. Patricia Glass Schuman sets an agenda of possible beginning for libraries to deal with information needs of the people.

- Calling town meetings with users, be they individuals, community groups, business people students or others.
- Initiating a national, continuing communication with other professions and constituency groups (women, minority groups, political groups, etc.).
- Making all future library conferences regional and national think tank sessions where we talk with, not at, each other.
- Developing programs to bring representative of the

> population and profession together to plan new information structures. (113:254).

These beginnings of a continuous process help select a specific flexible course of action. The profession must clearly face head on the question of its role in society. The library profession must set goals to survive and be the star.

Except for some dramatic technological advances, librarianship is basically the same as it was in the days of Dewey, Culter, Bowker and their contemporaries. This was a relatively complacent and comfortable world. Today changes are being made in all realms. There are still options open which can be translated into effective constructive action which requires someone to provide access to recorded knowledge, and that is our special business. (117:287). The only place you can find out more about what you need to know is the library.

Change must have direction and responsibilities and must always be cognizant of the specific imperative task of the library to get, to hold and to dispense. (94:43). Heavy on the shoulders of the administrator, the librarian and the library school lies the task of development of thinking and training necessary for change. This development period is necessary and must be used to build and train for the future.

Finance

All public institutions must have public finance in order to function. These monies come from divergent sources and are the life blood of the institutions' existence. Contrary to reports of a budget blight across the nation, many libraries are experiencing a healthy growth pattern revealed in Ohio data reporting new highs in book buying and circulation growth, increases in the number of professional staff employed and growth of multitype cooperative systems and consortia. (86:2109). Revenue for Ohio libraries is going up (96:1688), and facilities are being expanded. (21:1166). Chicago is one major urban library system that is not facing financial disaster because of revenue sharing and increases in property tax. (27:18).

Public libraries will have to have alternative funding sources of revenue, for example, direct state aid. (69:1348). Some areas are reporting disasters and funding losses which mean cutbacks affecting services. New York is trying several strategies for coping with cuts. (91:1245). Memphis, also, reports shortages. (84:1165). California (20:1687) budget gloom affects several areas including forward looking Riverside City and San Francisco. (20:1687). Budget reports of disaster indicate both public and academic libraries are trying to offset losses in revenue by cutting back staff and services. (70:1582). New Jersey is protesting against financial cutbacks because of reduced services and job losses. (127:13).

Since citizens want more and better library service, government at all levels, national, state and local, must learn to direct more of the taxpayers' money toward the support of the book and information resources in libraries on behalf of the citizens of the nation. (48:6). A strong federal library lobbying to pursue federal funding is needed. All library organizations should work together for federal support. One such organization is the Urban Library Council organized to lobby for increased fiscal support for badly depressed urban libraries. (14:567). The Library Service and Construction Act should be amended to appropriate money to urban libraries for both book buying and library construction. (42:1682). Because of lack of support funds could end or at least will not be increased by stay at 1974 levels. (43:466). (95:459). Changes should be considered for federal support so the amount of support is adequate to provide essential services and programs.

John Brademas, member of Congress, Third District, Indiana; chairman, subcommittee on Select Education, is aware libraries are in financial trouble. Congressional support is not enough to keep up with rising costs. Inflation is, of course, one factor. A wide variety of different libraries must be available to meet differing special demands. Our highly education citizenry must strain their resources to provide needed library services. The rising output of materials is adding to the burden. There are many more people who want to know, and need to know what may be in the libraries. There is vastly more material for them to pursue and consult.

Libraries are entirely the responsibility of governmental agencies and private philanthropy. Large and small government units must aid large and small libraries. The federal role has been confined only to the development and maintenance of the Library of Congress, the National Agricultural Library and the National Library of Medicine. Recently, the federal government has supported public libraries, school libraries, college and university libraries through provisions of the Elementary and Secondary Education Act P.L. 93-380 the Education Amendments of Part B and C 1974, the Higher Education Act, Rural Library Services Act and the Library Service and Construction Act. Federal concern has increased even though libraries are still preeminently state and local responsibilities. Federal money represents only about seven percent of public library funds but is a great stimulus for expanded and innovative services. Now our libraries must be vigorously supported if they are to continue to serve the citizens and meet the demands of a civilized society. (18:35-7). Libraries must become change agents and formulate programs that will have impact and change society for the better. Challenges for the future are greater than those of the past. (106:10).

Publishing

Even with all the new form of media materials, the basic component of the library collection is the book. Libraries and publishers must establish close working relationships. Each influences the decisions of the other. Cooperation and coordination is needed between publishers and cataloging agencies to further the established idea of publishers cataloging the book as part of their processing. The convenience and economical saving of libraries is far reaching. The benefits are worth the headaches of the endeavors. Materials become more accessible to the community and improve information services because of the elimination of cataloging backlog. The Library of Congress provides the cataloging data used on the back of the title page. Since 1971, Cataloging in Publication has been used by approximately nine hundred publishers. (58:95). Large and small libraries value this economical service because their books arrive cataloged and catalog cards come with the books. The books are available for public use sooner.

The cooperative program has been successful beginning as a pilot project (47:151-3) in Ontario. The greatest benefit, second to improved information service is the access to subject headings. (114:139). (5:165). (107:148). (77:163). One of the largest retailers is Baker and Taylor. They are becoming first choice for supplying books. Intrinsically involved in a rapidly expanding market. They are using advanced distribution center with inventory control system. Baker and Taylor is preprocessing the majority of books it catalogs. (7:56). Because of spiraling costs publishers are assisting librarians and library organization in urging Congress to appropriate higher levels of support for federal book and library programs. (129:18).

Libraries are progressing toward a flexible mixture of media, audiovisual and books. These rising costs for this type of program shows a need for funding changes. In discussing critical issues of school publishing, Alexander Burkes (22:41) notes the future success of instructional materials in our schools depends heavily on the creation of new laws, developing a common enterprise by teachers, librarians, state text books directors, publishers and legislators. The leadership for this enterprise must come in large part from publishers who must satisfy the competing demands of many interested parties. The publishing industry is working hand in hand with the library community developing programs which give the highest intellectual service to our diverse patron needs.

Instruction

There is a vast amount of information concerning public and school libraries and the many facets of each institution, their separate and joint relationships concerning services, instruction, personnel and community involvement. The few pieces of material here discussed represent highlights for familiarity with the total topic.

Throughout the nation jointly sponsored cooperative programs involving public and school libraries are changing the traditional concept of library programs into new and exciting, stimulating media centers with activities which further enhance modern education goals. Communities are being considered in decision making, planning and implementation of educational programs at all education levels. Further community involvement is noted by increasing public and school extension programs.

The Toronto Public Library Board has embarked on a policy of community involvement at the crucial capital and operational budget decision level that will affect ultimately the kind of library service enjoyed by the total community. Working across the table with members of the community on mutual problems gives an added dimension to the principle of service to the public. (112:78-82).

The British Public Library system is a vital support system to education, science, technology, business and industry as well as to the community which contains that mysterious personage known as the general reader or the average layman. Outreach programs bring library services into nursing homes, senior centers, community centers, the black and minority communities. Their reception has been enthusiastic, evidenced by the greater than anticipated participation. (56:11-13). Workshops to develop and expand programs are being planned. (97:52).

In Illinois, several library extension programs are planned to encourage the establishment of rudimentary reading centers in unserved areas rather than extend its bookmobile efforts. The advantage has been more access to patrons because centers are open a greater number of hours. (61:1164).

Recent reports of new community information extension projects include a countrywide reference service, an information center, and a hot line for vacationers, indicating the growing support of the concept of the library as a community information center. (30:1369). Also, tutorial programs are being done by CETA workers in libraries for children with learning difficulties in the community. (12:22-5).

The Chicago Public Library works very close with the community. Their three year public learning program consists basically of a free weekly series to learn about the city's colorful literary and cultural history. (2:300). Some patrons wanted and received cultural programs on Sunday even though the staff opposed and won the right not to work on Sundays. (120:436). Further, bending to community wishes and needs, a newly established telephone information center for Spanish-speaking reference librarians was made available to answer questions. (26:441). Outreach information service, for example, was extended to the Mexican and Spanish community in a branch in the Pilsen neighborhood of Chicago. (24:2956).

Extending into schools at adult level, the Illinois State Library awarded the Chicago Public Library System $83,144.00 as a grant for the first phase of Study Unlimited as an ongoing cooperative program of independent study jointly sponsored by Chicago Public Library and City Colleges of Chicago. This innovative program provides instruction in general core courses leading toward the Associate in Arts Degree. Offered are non-credit courses in art appreciation, consumer education and preparing students for CLEP and GED exams. (25:1894). In Texas, listing community resource information on cards makes available untapped resources and has mushroomed into exciting possibilities of community involvement. (79:45).

The Chicago Public Schools are a large part of the Chicago community and should make maximum use of the Chicago Public Library Services. As the training arm or instructional process, the public schools must aid the public in making greater use of the public library services. Cooperation is the key to successful community involvement. All programs require planning, study, space, wide exposure to more materials and the energy of an interested staff, thus creating good will for the library.

Escalating costs make imperative the development of cooperative groups and projects among all types of libraries. Changes must occur in the educational concept, teaching method, also changes in the service concept of all libraries. Changing conditions will prompt new policies and re-examination of the role and relationship of public and school libraries. (135:1681).

It is the program of service that promotes and facilitates the optimum use of library resources. These resources contribute directly to the growth and development of students and to the quality of the instructional program of the school at all levels. The breadth and depth of library services, influence and are directly related to the breadth and depth of library usage. An excellent program of library services

- Achieves the goals of the educational institutions
- Embraces all subject areas
- Relates and reaches into all classrooms
- Requires flexible organization, systematic procedures and routines
- Utilizes varied publicity devices and techniques
- Sponsors significant and appropriate activities and projects related to the use of resources
- Embraces a developmental and forward-looking approach. (28:5).

Although the nature, quality and success of the library program reflects the leadership of the principal, the cooperation and interest of the entire teaching staff, the professional library staff is charged with a leadership role.

Revealed throughout the literature is a new trend starting which needs encouragement. The trend is towards a closer association of school and public libraries and away from duplication of services. The changes are made because of limited funds. Chicago Public School Libraries must be ready for new trends and start using its instructional function by teaching the use of the Library of Congress System. All materials must be recataloged. Committees must be organized to seek more avenues of cooperation between the Chicago Public Library and the Chicago Public Schools Library. Now, the school library is a dumping ground for all problems. Discipline must be more controlled.

Too much emphasis has been placed on differences and not enough on similarities or cooperative functions of libraries. Louvan B. Gearin, Director of American Library Association's Young Adult Services Division, and Librarian Steger of Junior High School Webster Grovers, Missouri, (50:40) note that because of the increasing budget crunch, it is time for all librarians, whatever their institutional setting, to realize they are facing a financial crisis and clear the way for interinstitutional cooperation. All libraries share similar skills and functions of selection, acquisition, organization, storage, and retrieval of all types of information media plus the provision of services for their easy use. Federal, state and local public support is rapidly dwindling while educational service costs are rising. It is necessary for schools and public libraries to combine their skills and functions. With common goals for improvement, this fiscal crisis can be overcome through shared responsibilities, joint planning and parallel development of common attainable educational objectives.

This will only be achieved through successful cooperative projects. For many years there have been numerous examples of public and school libraries sharing responsibilities. Cooperation takes many forms. Recently, the May issue of American Libraries, gave an account of shared responsibility in Sheridan, Colorado. The Sheridan School district provides the high school building which houses the library. Previously, Sheridan had been serviced only by a bookmobile from Arapahoe Regional Library District. The public library provides a full time professional librarian and a media specialist. School library personnel administer the library in the morning, and public library personnel take over after school hours, with overlapping schedules during the afternoon. As a result, the library is open sixty-nine hours a week to both students and the general public every day except Sunday. This arrangement makes possible more services than either institution could offer alone. (50:40).

In Norristown, Pennsylvania Library Assignment Alert was initiated. It was planned by the high school librarian and endorsed by the high school principal. Every teacher is required to fill out a duplicate form on each assignment to reach the library a week in advance of the assignment. Teachers indicate the number of students who will be involved, the type of materials to be used, the beginning and ending dates of assignments. Both copies are given to the school librarian, who forwards one to the public library. This alleviates the problem of the public and school libraries being besieged by students for materials they do not have, or have not been held in reserve for the students. (50:40).

Richard Darling in his article, "More Honored in the Breach", (40: 33-34), explains some areas of cooperation between school and public libraries in Montgomery County, Maryland. One project was the preparation of a pamphlet for students, produced to serve as a guide to the resources of both types of libraries. It was designed and published by the publication division of the school system, jointly financed, and distributed through public and high school libraries. This project brought to the attention of every student in the county the library resources and services of both libraries and guidance in how the resources could be used. (50:40).

The Action Library in Philadelphia is known as an Experience in Learning. It is an experiment in interagency cooperation by the school district of Philadelphia, the Archdiocesan School System, the Free Public Library and several independent schools. The project's four main objectives focus on the identification and resolution of major problems in meeting the library and learning resource needs of students. The action library is located in a predominantly black neighborhood. It was started because of the declining use of library and learning resources in this area. This model facility is a community based project, free of the traditional restrictions of established schools and libraries. Its program seeks to involve students and other residents in as many aspects of its operation as possible, including staffing. Its multimedia resources are especially selected to interest children and young people of the target population. Librarians, teachers and other specialists pool their skills in team effort. (50:40).

Other areas of cooperation could include school/public interlibrary loan plans to cover book shortages or certain types of books. These offer the use of expensive bibliographic library tools to libraries, public, or school that can not afford to purchase the tool. Joint examination centers can be established so that both school and public librarians will have opportunities to become better acquainted with materials selected for each type of library. (50:40). Both public and school libraries benefit from sharing responsibilities. Students are prepared for creative use of leisure time. An encouraging atmosphere for students is created by both agencies. In face of current economic pressures competition between all types of libraries must cease. For the benefit and growth of all, a combination of cooperation and coordination must begin.

Nationwide numerous cooperative ventures are in varying phases of progress. The Indianapolis Public Schools have engaged in an ambitious remodeling program to convert available space within the elementary schools to functional library/media centers. Classrooms, old gymnasiums, storage rooms, and even coal bins have been transformed into center resource learning environments. Usually centrally located remodeled facilities provide new educationally sound areas. The librarians, experts in planning and setting up centers, schedule upon completion inservice training programs for each individual school faculty to instruct them concerning the reciprocal services and responsibilities of the school staff and media staff. Climaxed by an open house, students, parents and an interested community were shown the numerous educational advantages of the new facilities. (85:7-11). Also in Indiana, in several schools fifteen minutes at the beginning of each school day is devoted to pleasure reading of public and school library materials. (97:8-9). Volunteers are vital to Indiana's library program. They extend the walls beyond the media center and help to involve teachers and students in their communities. (64:19-22).

In New Mexico Bent-Mescalero Elementary School is another example of cooperation in libraries. In this K-6 public elementary school the public librarian, school librarian, and media specialists are working together to implement and expand a Title IV formula phonics reading program. (82:3). Special cooperatives given top priority, are being implemented in North Carolina. (17:15-17).

Chicago Public School Libraries must be ready to be involved in these new trends and changing educational events. The schools' primary function is teaching. Students must be taught how to use the Chicago Public Libraries' new cataloging system, or the library will be closed to those unable to locate materials. To further information, reiterate learning and avoid confusion, the Chicago Public School Libraries must use the same classification system. Students must be encouraged to fully utilize both institutions thus developing the life time library habit.

Educational changes are challenging for librarians. Since libraries are the core of the educational program these changes affect it in such a way ensuring that the program will never be the same. John Lindsay (74:259) view these changes as basic to comprehensive education. All should have equal access to education and that the state should not support private schools. Essential to this idea is that schools be brought together into larger institutions so that expensive resources can be shared. Central to this idea is mixed ability teaching and a wider variety of offerings. Libraries must change to meet new demands.

The interaction of educational change and change in library practices can be divided broadly into three relationships

1. Between user and information
2. Between production and consumption of information
3. Between teacher and student. (74:259).

Implications of this have introduced a complete change in the library which has broadened its horizons to include all types of media in addition to book type materials. Changes have taken place, increasing, widening the selection of media, increasing in technological capabilities and increasing pupil teacher contacts. These changes are but the tip of the iceberg. The success of mix ability teaching method which includes an instructional resource person depends on a wide variety of materials in all media and at all levels so that every student can find something of value. (74:259). When teaching is innovative and interesting there is learning. After the need has been created interest must be sparked with various media using all facets of communication. Libraries which previously have been only concerned with one media, books, now are handling all communication media.

These changes have led to the creation of a new resource, the Library/Media Center. In today's Media Center, the librarian has many titles, for example, instructional resource person, media specialists or learning center coordinator. She/he plays varied and significant roles in the instructional program. The librarian is a coordinator of materials, a resource person, an information disseminator, a teacher, and a consultant to all involved in the learning process in and out of school. The library program must be completely integrated into or as the core of the overall curriculum.

The hub of industrious activity in Sandia High School in New Mexico is the media center which is based on the concept that all materials, print and non-print, and equipment should be readily available and easily accessible to meet the needs of all students and faculty. (63:2). The media center concept encourages a hand on experience with various types of materials. These are pleasant varied experiences for many students. (53:20-1).

We are a long distance from the true media center concept. The merger of library and media services is a total systems approach requiring the definition of specific objectives and output along with providing the means of achieving these objectives. Evaluation and systematic feedback of the results of a merger needed to be used as a basis for improving the service to be gained as a result of the merger. In other words, accountability is warranted. We need to justify why, when, how and where we are going. This is sorely needed in all aspects of education for justification of existence. (10:6-7). The curriculum is greatly enriched with the availability and use of library/media materials and learning center facilities. It is essential for each elementary school to have a centralized library program and services. At all levels a basic need exists for a major library/media center. It must be organized so that the media is easily obtained, the systems can be revised when necessary for future expansion and modification but maintain standards for unlimited use of resources. Library media centers provide a quiet external environment conducive to study as well as resource materials. Human relationships give supportive individualized attention that helps to build morale.

School library media programs are designed to assist learners to grow in their ability to find, generate, evaluate and apply information that helps them to function effectively as an individual and to participate fully in today's society. Through the use of media and the essential technology, a student acquires and strenghtens skills in reading, observing, listening, evaluating and communicating ideas. The learner interacts with others, masters knowledge as well as skills, develops a spirit of inquiry and achieves greater self-motivation, discipline and a capacity for self-evaluation. With a quality media program, a school can challenge its students and teachers to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

The library media program supports and furthers the purposes formulated by the school and district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes. The program represents a combination of resources that includes people, materials, machines, facilities, and environments as well as purposes and processes.

Teachers and students are learners. This library/media program stresses individualization, ongoing and independent study. It provides opportunities for creative self-expression. Learners are encouraged to research, view, listen, construct and create in order to accomplish their stated goals.

Goal I - Users have access to current, adequate well-selected collections of print and audiovisual resources and necessary equipment which is sustained by continuing budget appropriations.

Goal II - Users have access to a well planned program of media services integrated with the process of curriculum development and implementation.

Goal III - Users have access to media, staff knowledge about learning resources and processes of utilizing them to promote optimum student learning.

Goal IV - Users develop skills and achieve satisfaction in locating, evaluating, using and producing media.

Goal V - Users are provided access to full range of school community, regional, state and global resources through the services of media programs.

Goal VI - Users participate in ongoing media program planning and evaluation.

Goal VII - Users are provided access to aesthetically pleasing facilities of sufficient size for reading, listening, viewing production of media and personal interaction as an essential part of curricular and personal pursuits.

Goal VIII - Users develop broad understanding of media program and its contribution of learning. (74:229-34).

The use of media in classrooms continues to grow as more materials become available with libraries providing central listing for all materials. (65:89-91).

Developing standards have been a major influence in the development of school library media centers. Focus must be on the larger goal and the standards flexible enough to provide an effective learning material program. Library/media center standards, set by the North Central Association of Colleges and Schools are set for professional school leaders through cooperative effort to insure quality and effectiveness of the school program and reunite the educational community. Standards at each level of the educational enterprise result in better educational opportunities for all. The relationship between each level is strengthened. Classroom unique instructional learning materials and equipment must be selected to support the curriculum and the instructional program. A wide variety and diversity of print, non-print, and manipulation materials is provided to accommodate individual differences. When a center is developed, standards lead to quality of library media services. (124:10-13).

The majority of schools unable to provide quality service because of financial stress and insufficient certified librarians, will be able to obtain wanted quality programs through cooperative efforts particularly between public and school libraries. These fund saving projects benefit both and serve as a catalyst for unlimited alternatives which expand the school role into previous unexplored areas. The library is already the hub of school activities and materials. Now it can be significantly extended to the extent the library is functioning as a special reward center frequently visited for enjoyable learning experiences.

Of the several dozen Instructional Media Center Handbooks are books concerning library organization. A representative few are described to give insight into all problems and concerns of this topic. Administrators and librarians have multitudinous responsibilities. All kinds of materials, to be available for use must be carefully selected, ordered and organized to meet the goals of the school.

Nancy Polette, Majorie Hamlin, and Helen Saunders in two of their books (105) (111) describe all the components of school library/media center programs, including personnel, service utilization materials, reading guidance and evaluation. The school and libraries are facing an information explosion. The ever increasing rate of knowledge necessitates continuous planning, expanding facilities to determine and meet existing as well as future needs. Interlibrary cooperation between the community public library and each school library is necessary and must increase. A close working relationship must be fostered and maintained between all members of the educational community for continuous progress and to meet the requirements of the instructional program. All involved are accountable.

The Library is a vital instrument and reaches into all areas in many ways to perform the realities of good services thus providing fuel to hungry brains for thinking. Of several similar handbooks for procedures, one is by Mildred L. Nichel (92) which describes how vast the materials of the media center have grown, giving new dimension to traditional library and audiovisual functions. Media now includes print and non-print resources for instruction and recreation. From books to sophisticated equipment each must be acquired and organized for easy accessibility. This practical handbook gives help and guidance to inexperienced and beginning professionals and serves as a review for those who may want to reevaluate their existing programs. (92:xii). Supportive staff, paraprofessionals, clerks, aides and volunteers may find assistance in performing their duties. Procedures for centralized services are also explained. This guide to functional procedures does not give definite answers to all questions or a single method of operation. Practical suggestions to facilitate services to teachers and students following logical procedural steps are presented. Changing trends need changeable people or changeable procedures, not merely timid attempts to change. This is why Chicago Public School Libraries must take a bold step and join the accelerated trend and change.

The official statement of the American Library Association of School Librarians (101:16) adopted at a conference June 21, 1956 concerning the philosophy of School Libraries as Instructional Material Centers stated newer materials challenge and increase the dimension of the established library role. The school library in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books, the literature of children, young people and adults, other printed materials, film, recording and newer media developed to aid learning.

The function of an instructional material center is to locate, gather, provide, and coordinate a school's materials for learning and the equipment required for use of these materials. Primary responsibility for administering such a center, producing new instructional materials and supervising regular programs of inservice training for use of materials may be the province of librarians, or, it may be shared. In any case, trained school librarians must be ready to cooperate with others and themselves serve as coordinator, consultants, and supervisors of instructional materials service on each level of school administration.

School librarians are educated as teachers. They must also receive special training in analysis, educational evaluation, selection organization and systematic distribution and use of instructional materials. The professional education of school librarians should contribute this basic knowledge as well as provide understanding of fundamental learning processes, teaching methods and the psychology of of children and adolescents.

The well trained professional school librarian should anticipate services as both a teacher and as an instructional materials specialists. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. It should always stand ready to provide informed guidance concerning selection and use of both printed and newer media. (101:17).

Ruth Davies, professor at the Graduate School of Library Information Sciences University of Pittsburgh, in her books The School Library: A Force for Educational Excellence, (41) has similar concerns as all the fore mentioned selections, to attain practical application, for educational patterns and structure. Administrators, librarians and teachers must cooperate and support organizational patterns and structures which demonstrate a library program of excellence, beginning with understanding commitment and backing. Willing professional guidance is a catalytic agent producing superior learning situations. The school library is viewed as the strongest force for excellence accomplishing the philosophy, goals and objectives of education which are inseparable and imperative, giving direction, purpose and significance for the school library program.

Jesse H. Shera, dean of School of Library Science Western Reserve University, (117) concurs with several other authors. From his collection of essays and addresses emerge the wide accepted idea that libraries more than merely preserve information but disseminate it through creative channels quickly for all who want to use it. Communication improvements, automation, computers and other changes have introduced new dimensions into libraries and education. Librarians and administrators must place the library core of information in the center of all educational pursuits. The best must be derived from the past to point to the best of the future.

The top priority goal of education is an informed citizenry which will discover a new world at its fingertips. The schools are the primary source of information. The primary function of the school and its library is instruction. To have this informed citizenry or hub is the key to everything, public and auxiliary services at all levels, central and departmental. All levels of activities and programs revolve around individual or group instruction. All materials must be complementary and augment instruction. In a friendly atmosphere children want to learn and are trained best through first hand experiences. Free access to the media center is essential to meet the individual needs of each student.

In listing goals and objectives for the media center, Aarcne Corwin related at their Oklahoma Association School Librarians workshop entitled "Accountability and the School Library Media Center," tops the list and is of prime importance under service.

> Goal - To assist the school community in utilization of the library media program.
>
> Objective - To instruct users in the library media skills. (34:26).

The teaching learning role is discussed in depth by Richard W. Hostrop in his book Education Inside the Library Media Centers. (57). This role is the foundation upon which the modern learning centers rests. The teaching learning role of the merged print/non-print center is explored, beginning with the elementary school and concluding with the university. Relevant research findings new from several in depth studies suggests the need for, and ways to achieve, putting education inside the Library/Media Center so as to achieve more effective student learning. Analysis of findings from several in depth studies suggest certain Library Media Center changes which can result in maximizing the effectiveness of limited funds available. This book suggested the urgency of providing learners with a unified materials approach. (57:xi).

Library instruction is an essential survival skill according to K. G. Beam writing in the journal Hoosier School Library. Teaching library skills should be directly related to demonstrated student need rather than to predetermined sequence or a curriculum of library instruction. That is not to say that such a sequence will not emerge in a school where the curriculum, teaching staff, and types of learning activities remain the same over a period of years. However, the media professional must view such a sequence as a tentative thing and always remain ready to deviate from it in favor of existing needs. Flexibility should be a byword. (9:19).

Equipping students with this awareness of the common aspects of information seeking will indeed provide them with a survival skill. They will have a realistic expectation of the information that is needed to reach their ultimate goals. They will also have a familiar method with which to tackle information problems throughout their lives. (9:19).

The Chicago Public School Librarians use a curriculum guide for teaching library skills. It is organized for a logical approach covering thirteen areas of study and conveniently arranged by grade. The scope of instruction is presented in two year periods. Library skills are best when developed by the librarian and the classroom teacher who reinforce each other. This guide is most effective when principals, teachers, and librarians plan together. The guide organization is directed toward four main objectives.

1. To provide a structural basis of concepts for developing library skills
2. To propose teacher pupil activities and materials for implementing these concepts
3. To present library instruction as an integrated part of the total school curriculum
4. To indicate desirable changes in pupil behavior by which the librarian may evaluate problems

The content material is designed to show the relationship of instruction, pupil learnings and materials to specific concepts.

- Pupil Understandings, Skills, Attitude and Appreciations
- Procedure for the Librarian
- Learning Activities for the Pupils
- Instructional Materials

In each area of instruction the librarian should map out a plan for presentation considering the following factors.

- A design for the logical development of each understanding and its ramifications
- The number of aspects to be covered over a period of time
- The number of lessons and library periods need for each aspect
- The intervals between the presentation of the successive aspects during the two-year span

Each lesson plan is to be carefully formulated and should include a meaningful interesting approach, the activities and materials necessary for a successful presentation, and specific individual and group assignments for varying levels of pupil ability. This lesson, however, is never complete in itself. Long after the formal introduction, the librarian seeks opportunities to reinforce understandings and to increase the breadth and depth of pupil learnings. (28).

Another sequential instructional program which is striving for consistency by allowing flexibility to accommodate variations for individuals for classes was developed by librarians of Mt. Vernon MSD Indiana. (15:19-20). This program emphasizes individual assistance, that is, teaching children initially how to find materials with as little help as possible. In the program, grade levels were used for the sake of brevity and clarity. While assisting with particular reference questions or searching for particular books, skill teaching is done. Occasions for group instructions are related to particular skills needed and the teaching situation as it relates to the overall curriculum. At each grade level particular appropriate library skills, which range from finding out what is cataloged on those blue cards in the drawer to loading a filmstrip projector are necessary for all students.

A great deal of effort is now spent in devising goals of instruction to use in libraries. At each academic level particular skills must be learned. John Bate, head department of Library and Information Resource Napier College of Science and Technology, (8:103-5) devised a simple library fitness test. Like a driving test, this test is for all those using the library. Each student passing would have L-plates to easily identify them, just as driving test not only protect experienced road users from the erractic behavior of learners, but also make it possible to take first steps on the way to becoming experienced themselves. So L tests for library users would be a sure way of increasing the proportion of library users who could confidently find their way about the library. It would also make it necessary for librarians to be sure that all their staff are at least as familiar with library procedures as users who had passed the test. (8:103). The test could be devised for each grade level and adpated to the level and ability of the students.

Barbara G. Smith, librarian at Shoreditih School, (119:109-11) has a different approach to initial instruction. She has prepared a video tape which has the advantage of showing the library in action. Each skill needed, such as taking out books, using the catalog and other simple research problems can be illustrated and narrated in logical progression. Since fellow students were used as actors to demonstrate skills, this presentation was enthusiastically received. This inventive novelty is one of many that various innovative librarians use to help them in the instruction of necessary library skills.

Innovative teaching methods, from puppets to games to tapes, and others too numerous to mention, (38:21) are also used in advanced courses aimed at developing persons for leadership roles. Creative teaching techniques cultivate and promote creative abilities in students. Examples of innovative teaching, including brainstorming for problem solving situations were presented by M. A. Gopenath in a research Library of Information Science in 2001 presented at Madras during the Silver Jubilee Celebration. (51:16-23). The students acquire mental capabilities such as

> Absorptive - the ability to observe, to apply attention
> Retentive - the ability to memorize and to recall
> Reasoning - the ability to analyze and to judge and
> Creative - the ability to visualize to foresee and to generate ideas. (51:16).

Only innovative methods of teaching could equip today's librarians and information scientists with a capacity to develop newer techniques, methods and systems to meet the demands of ever growing and ever changing social needs. Therefore, advance courses in library and information science should aim not only at giving factual knowledge and reasoning abilities but also should promote the understanding of innovation and the innovation process. These courses are likely to kindle the desire for their students to be creative in their activities and thus become leaders of the profession. They can effectively meet the challenges of today and develop methodologies that could help librarians and information scientists meet the challenges of tomorrow. (51:19).

Since instruction is a major issue among all librarians, another opinion is expressed by Noelle P. Cooper, information specialist at Ohio State University Libraries, Columbus, Ohio, (33:233-40) as part of her work for the National Science Foundation. Academic librarians must provide instruction in three areas.

1. Utilization of computer based reference services
2. Other automated library facilities and
3. Traditional services and resources such as
    - Card catalog
    - Manual abstracting and
    - Indexing services (33:233).

Learning traditional services begins at the elementary level, perfected at the junior and high school level and utilized to its fullest extent at the college and university level.

The automated circulation system of Ohio University provides computer-based literature search services through the Mechanized Information Center (MIC). In a major university this public service unit has expanded informal and individualized program of library instruction in all three areas mentioned. The MIC program advantages are in two kinds of individualized instruction. First, instruction meets a specific information need by using a response approach. (68). (33:237). Emphasis is placed on tools appropriate for the immediate problem, enhancing the relevance and effectiveness of instruction. (33:237).

Secondly, instruction is individualized according to a patron's library use skills assessed in the process of determining the information needed. Another advantage Vogel observed was that absence of library instruction guarantees the nonuse of at least some library resources and service. (33:238). The informal instruction given at MIC improves the libraries' cost-benefit ratio by increasing the use of such resources and services as the card catalog, the public services staff, the automated circulations system, manual abstracts, indexes, and the general collection. (83). (126). (33:238).

The first of several limitations is informality, that is the lack of formal structure including specified objectives and evaluation procedures. Secondly, MIC role definition is experiencing difficulties in being a unique separate public service unit. There is no procedure for many of the center's activities, including instruction. Another limitation is that instruction can only be provided to those people who contact the center. (33:238). This has the restraints of time and number of people the center can serve. In the future, this program could extend to the establishment of a system-wide program of library instruction. The library instruction provided at MIC seems to be a beneficial experience for both library staff and patrons since it presents informal and individualized programs with modifications that increase effectiveness and efficiency. (33:240).

Instruction is essential, for without it the library patron is lost, drowning in a vast sea of knowledge. The library patron is surrounded by all the knowledge that is available but is unable to intelligently use the slightest fractional part. With proper instruction, the library patron at whatever age or level instruction can begin to discover a new world of knowledge unfolding at his fingertips. Library instruction is functional. Its overall objective is to stimulate and encourage enthusiastic use of all libraries through a facile handling of their resources. Instruction is the schools' primary function. The Chicago Public Schools must teach their students how to obtain the greatest possible use of its cooperating institution, the Chicago Public Library System. First, learning comes from imitation. The schools must imitate and emulate the public library classification system. The students will use the library skills learned in school when using the public library. Using one classification system will avoid confusion in instruction.

Many descriptive books have been written about the Chicago Public Library. Lowell A. Martin, School of Library Science Columbia University, (80) defines the Chicago Public Library as a people library. Chicago has a rapidly increasing population with many ethnic identifications. Chicago which may be viewed as economically segregated has an increasing broadening demand for library service. In recent years, student use of the public library has increased. Of the total Chicago population forty-nine percent of the students above fourteen years of age use the library. The increase has occurred because of larger school enrollments and greater instructional demands for students to use resources. As school standards tend to increase and individual instruction expands in one form or another, this trend will continue. High school students will maintain library demands, even though the number of students below college level will decrease to some extent by 1980. (80:4). Student use of the public library, large as it is at present, can be expected to increase further. The nature of the demand will broaden and deepen, particularly, as the number of college students increases. Adequate provisions of library resources for the strategic student group and efficient joint use of public funds in meeting important social need call for collaboration in planning and programming among the schools, the colleges, and the public library. (80:4).

Before future plans and responsibilities, a joint relationship between the Chicago Public Library and the Chicago Public School Library can be ascertained, a brief selective overview must be studied to identify strengths and weakness. Currently, Chicago still lags behind national standards even though library development has been a long, deliberate process. Libraries dating back to 1918, are still centralized in all high schools and in most elementary schools. They are staffed by school librarians who are teachers with additional library science training or masters degrees. Their professional competence is excellent. Because of severe budget restrictions, school libraries are hard pressed to meet needs for immediate instructional materials. Chicago may not be in the vanguard of development but resourceful, innovative teacher-librarians keep the school libraries in the forefront with the goals of:

- Providing instructional materials in all media
- Providing general reading beyond the curriculum instruction in the use of libraries and reading guidance
- Providing comprehensive services related to students total educational experiences (80:238).

Forward looking plans are being made and will be utilized as funds permit. In 1923, the Board of Education assummed the responsibilities for the entire operation of the Chicago Public Schools including supervision, staffing, materials, and centralized cataloging. In 1948, administrative responsibilities passed from the Chicago Public Library to the Division of Libraries then established in the school system. This was logical as the school libraries increasingly became an integral part of instructional programs of the schools and the inevitable policy differences concerning the aim and nature of school library service were resolved.

Relations today between the school system and the public library are cordial, but lacking in substance and continuity. Classes come to the community library. Teachers turn to the Education Department in the Central Library, and students use all agencies of the public library in substantial numbers. But no systematic exchange of information, consultation, or joint planning occurs between the two educational institutions serving the same clientele for closely related purposes. No interagency committee exists.

Contacts at the administrative levels are sporadic, and then usually general rather than concrete. Both the schools and the public library proceed with plans for new buildings without knowing what the other contemplates. No guidelines exist to indicate where the services of one leave off and those of the other begin. In only a few branch libraries has branch personnel been in the school libraries in the neighborhood. In most cases, the branch librarian could give only the most sketchy information about the school library down the street, much less about the school curriculum, and what was going on in the classrooms. Indeed, even at the day to day level, channels of communication are clogged. The most common complaint of branch librarians is that whole class groups are sent to the public library for resources on a specific topic without prior warning. The roads once united, later parellel, now are separate. There are a few official crossovers between these two institutions although students cross from one to the other constantly. (80:240). This situation could be alleviated by forming a liaison committee to establish ties and set up programs to benefit all students served by each institution.

Standards published by the American Association of School Libraries play an important role in the total instructional process. Standards lead to the development of quality programs and to the evaluation of quality programs to keep them at the highest levels obtainable. Standards help to clarify the thinking of administrators, teachers and library media personnel about their common goals and the best means of achieving these goals through the use of expanded library media services. The library media program involves more than a merger of traditional library and audiovisual functions. Quality programs must be responsive to instructional needs of both students and faculty. A successful program requires a highly organized effort featuring a complex mixture of materials, people, equipment a facitlites. It represents a challenging endeavour to schools across the country. Those institutions which have taken giant strides in this field have realized rewards and satisfaction in many ways beyond the expansions of service to students.

Program evaluation must be a continuous process involving administrators, library media personnel, teachers, students and patrons. If the center exists to serve the requirements of the instructional program of the school as those requirements relate to students, then evaluation of services and programs must be made in light of the basic instructional objectives. (111:162).

In the past, evaluation of most components of a school program, including the library media center, has been done through the citing of input factors. Such factors include the number of staff members, the qualifications of staff members, the size of the facilities, the number of materials available for student teacher use and the amount of money expended on the library media program annually. Evaluation through input factors was based on the assumption that more highly trained personnel, or additional materials, or a larger facility, or greater expenditures would automatically assure a better Library Material Center program. (111:162).

In this age of accountability, input factors are no longer considered as important as they once were. Such input factors must be related to the end product, that is, to increased learning on the part of students. Those who disagree with this approach point out that individual learning is difficult to measure and that such things as the development of appreciation for literature or improved attitudes toward learning can not be objectively measured. In addition, if standardized tests indicate that improvement or lack of improvement in learning has occurred, the numerous intangibles within any school make it impossible to pinpoint those factors which have brought about the change. Thus, library media personnel are caught in the modern web of accountability, with few objective instruments for measuring the effect of the library media program on the educational outcomes of the school. Since the classroom teacher is in the best position to access changes in attitude or in the development of concepts or skills on the part of his or her students, it would seem logical to begin with teacher assessment of the effectiveness of the Library Media Center in the instructional program. (111:163).

Both state and regional accrediting agencies periodically require evaluation of the Library Media Center. Regional Accrediting Associations such as the North Central Association require teacher student input into the evaluation which is done every seven years. In the annual state evaluation, the program assessment is required to keep accreditation. Most state evaluations are based on objective input factors, that is, number and qualifications of the staff, number of media by type, circulation statistics, expenditures and the size of physical facilities. (111:165).

Quantitative and qualitative standards are not expressed in absolutes but are stated with built-in flexibility. Priority decision making is stressed allowing ample description long and short range goals. (111:166). The administrators' responsibilities are multitudinous. One involves evaluation of the library media centers program and staff. This is also done continuously and cooperatively with the professional staff.

In library literature much has been written concerning the evaluation of the media center, (108) but little has been written concerning evaluation of the actual job performance of the librarian with the exception of occasional listing of rather vague indefinable qualities which are considered desirable. (99).

Because of the lack of good evaluative instruments for use by administrators in assessing the performance of professional library media personnel, the librarian or the media specialists have frequently been evaluated on the basis of the teacher evaluation form. While no one would argue that a good librarian is, of necessity, a master teacher, the role of the librarian is much broader than this. Performance should be evaluated in the light of this role. One criticism which has been made of job description for libraries is that such descriptions are so broad in scope that the specific tasks of the librarian are difficult to define. Librarians themselves bemoan the fact that many administrators do not know what a librarian does or ought to be doing. In an effort to clear up the confusion, Sister John Bosco of Saint John High School Library in St. Louis, Missouri developed an instrument for use by administrators in evaluating the effectiveness of the school librarian. The instrument is unique in that in addition to the general criteria for evaluation, specific activities are listed to indicate what a librarian might do in fulfilling each particular criterion. (117:42). (111:167).

Evaluation is an exacting task. It requires generous resources of time and financial support. It also requires the services of experts in evaluation. Even very modest evaluation surveys must employ reliable instruments and techniques. Careful planning in light of program objectives and aims of the evaluation is essential. It necessitates the involvement of staff close to programs, and others who can bring objectivity to the survey. In the field of media service, evaluation, however complex, is greatly needed. To develop these services for the best possible effects on education, many assumptions related to media programs and management should be tested. Through the conduct of indepth evaluation, we will find reasons for abandoning outmoded practices and for creative planning of new forms of media services to education.

The present and the future of the library is vastly different from the past. New education concepts have been born. The modern library is the hub of the educational program. It is the center of learning. It may be known as a library, an information material center, a learning media center, a reference center, an instructional materials center, a learning resource center or a multi-media center. The present library responsibility for book circulation for recreational reading may soon disappear to be replaced by a plentiful supply of paperback books easily distributed. The reference function of the library will be taken over by computers, by dial access information retrieval systems and by teaching machines. A small core of reference books, such as dictionaries, handbooks and encyclopedias will be used, but most factual information will be stored on magnetic tapes. (39:153). This way more can be stored in less space and have immediate access to many large banks of knowledge. A side effect is creation of special materials such as data centers to supply information. These are the dominant themes of the present and future.

The Instructional Material Center is more than an extension of the traditional school library. It is true that to outward appearances it is sometimes little more than a library of books with some films, filmstrips, recordings and transparencies. The addition of these audiovisual materials does broaden the scope of the library, but the significant thing is that they open the door to new services and to a new philosophy. With the aid of these nonbook materials, the librarian or instructional media specialist can offer help to every student in school. Students can pursue knowledge in several different ways, depending on their interests, abilities, and background. When the librarian and the students had to work with books and periodicals, and perhaps a small picture file, this was not possible.

The availability of nonbook materials has encouraged the growth and development of new services and new ways of presenting and absorbing information. Information stored on video tapes or on microfilm or disc recordings can be recovered in a way that information in a book can not. This difference has forced the librarian to see library work in a new light. It has brought the librarian closer to the teacher and the student. It has made the librarian look at their needs from a fresh point of view, and this has resulted in new services and in new ways of doing things. Together, all the changes have transformed the library into an Instructional Material Center. (39:156).

In the library there is no direct solution to the problem of change. Many avenues must be kept open for flexible programs. Innovation techniques concerning curriculum development and activity programs must be planned to keep abreast of new educational objectives leading to quality programs. Educators involved in the change will be prepared in a variety of college courses extension services, workshop, conferences and numerous inservice training sessions. Most importantly, administrators must organize all functions into a ingenious smooth running, beneficial and totally obtainable program. Each aspect will require cooperation and coordination to achieve the desired results. The Chicago Public Schools must take a step from the past to the present and continue into the future. Changes are necessary to benefit the students and to present quality programs. We must not stand still but become a part of present educational trends or future possibilities. Progress will proceed with or without our participation. A first step is strongly needed to eliminate the basis for confusion.

Many changes have taken place in the concept of learning, in teaching and in patterns of school organization. These changes have affected the libraries' place in the educational structure. Greater emphasis is being placed on the individual learner. This is why the library is now in a strategic position at the center of the learning process. Changes in instructional materials and services have made instruction individualized. The library is providing for this new or current educational concept all types of materials for students and teachers, as well as the machines and facilities for effective usage. Flexibility in service is the developing pattern. The wisdom of Robert Frost is being realized today "The good teacher knows how to get more out of a student by surrounding him with an atmosphere of expectation than by putting the screws on him". (37:67). (131:25).

In general, the trends in the next few years will not be the sophisticated technological developments found in a few libraries, but the expansion, revitalization, and conversion of the multitude of traditional print oriented libraries into dynamic, relevant all media curriculum-centered libraries. The majority will move ahead in this direction, and the Chicago Public School Library must join this forward movement.

Whatever the variation the motif of self instruction and individual inquiry rings loud and clear. The logical starting point of the pursuit of knowledge is through independent study in the library, which is the only academic area planned for individuals. At all levels, the lockstep of group study is being changed. Most enlightened administrators advocate and pursue this new trend.

Education is changing. Its goals and methods are changing and must be consistent with and reflect current times. Change, the keynote of our times, is rapid, radical and often beyond our comprehension but it is the cycle of life. We, as educators, must be the change agents who move vigorously forward.

Chapter 3

RESEARCH METHODOLOGY OF THE SELECTED PROBLEM

General

The descriptive method of research will be used to study this research problem. Analysis of elements, interpretation of meanings, significance of what is described are the processes of descriptive research going beyond merely gathering and tabulating data. What is, is described and interpreted. Existing conditions, relationships, attitudes, processes and trends are developed. The prevailing relationship between what is or what exists and preceding events are described as they influence or affect present and future conditions. Combined with description are comparison or contrast involving measurement, classification, analysis and interpretation. Events or variables are not arranged or manipulated to occur in particular sequences just observed and described as they occur. Past and present events are utilized in descriptive research. Manipulation occurs in the observation of methods and description of analyzed relationships. This method is greatly used in behavior science studies because research interest can not realistically be arranged. Variables may be harmful experience. Human behavior studies appropriately utilize this descriptive method.

In problem solving through this descriptive method a course of action is set. First, gathering information based on present conditions. Systematically describing all important aspects of the current situation and selecting an appropriate starting point.

Second, determining the desirable direction of what we want. Conditions for best practice must be clarified. Goals and objectives must be stipulated as well as results or how to make desirable changes in existing conditions.

Third, an important concern is obtaining desired changes. The direction must be analyzed, experience and opinion of others utilized to select the elements of a solution necessary to reach desired goals and objectives. Descriptive studies provide the most valuable and useful solution to the educational problem.

Study Methodology

Logical steps will lead to problem solutions. Activities will conform to this method of mind action when a felt need is met and satisfied. Location and definition of the difficulties start the thinking process. Investigation is made. Description considers all obtainable facts. Prior or past considerations are necessary to aid in the interpretation of present conditions leading to future predictions and solution. Indefinite fuzzy reasoning will be avoided and clear distinctions made. Interviews, observation, research analysis, test and measurements are some of the methods used to obtain data.

Valuable predictions of future dates, operations and procedures will be made in creative projects in the curriculum-making realm. This study will illustrate the possibilities of reflective thinking as applied to the problem researched. The true meaning of the situation surveyed will be reported from the point of view of the objectives and basic assumptions of the project.

Tests or questionnaires used to analyze this problem will be incorporated in the Library of Congress Classification units as a portion of the unit evaluation. Tests and questionnaires will not be separate or the only means of measurement. Observation of how well the students used their skills in problem solving will be considered.

Several methods will be utilized to collect pertinent data. First, the present Language Arts curriculum will be carefully scrutinized to identify the areas in which changes should be made.

Second, interviews will be held with the Chicago Library personnel to ascertain the advantages and disadvantages of their change plan. Third, data will be collected concerning the finances involved. The cost of personnel, time, and new materials needed will be carefully studied to discover the quantity needed to obtain the quality desired.

Research Design

The descriptive method of research will be used to present the results of this research. Several forms of presentation will be used. First, recommendations based on the findings will be used. Second, the results of the curricular surveys will be described in detail showing each area which will be revised. Suggestions will be developed to change and rewrite each curriculum section. A study unit to be used at each achievement level will be presented and incorporated into each curriculum section. Third, manuals of instruction for librarians, language arts teachers and high school students will be presented. A manual of instructions for catalogers in the publishing companies of preprocessed library books will also be presented. The manuals for the resource center personnel will contain information pertinent to their particular unique collections. The central office cataloging system will undergo a complete revision and its cataloging procedures changed to fit this new system. The central library will now be able to catalog its special collection with greater emphasis concerning details because of the expansiveness of the Library of Congress Classification System.

In these manuals, the details of the Library of Congress Classification System will be described. Pertinent comparison will be made with the Dewey Decimal Classification System. Examples will include catalog card changes, classification problems, activities, tests, ordering supplies, lesson plans, processing procedures and other knowledge useful in making a smooth transition from the one classification system to the other.

After the initial presentation, surveys will be made to determine the extent of the use of the new system. Present personnel must be retained in inservice training sessions. These sessions will be scheduled for maximum utilization of personnel time. The manuals will be the center core of these sessions which emphasize continuous development and constructive involvement with teachers. Inservice training sessions are imperative to the implementation of the plan. These sessions shape and enhance the teacher's instructional capabilities.

Minicourses will be explored and used when pertinent to the inservice program. They will enable the teacher to further scrutinize the intricate details of the Library of Congress Classification System. A minicourse model and its various uses will be included in this research presentation. This technique for reeducation is timely, useful and effective. Teacher competency is improved.

Chapter 4

RESULTS ANTICIPATED

An improved learning situation is the anticipated result of this study. A student's library learning experience, like the total educational experience, is a continuous process built not alone on what has gone before but also toward what is to come. The learning situations presented in this study are characterized in a large measure of freedom and self direction. The school library is a training center. It prepares students to use their own and all other public and college libraries.

To measure the efficiency of the library program and the extent and quality of the study presented depends on the judgment of the professionals according to their established achievement standards. Evaluation is an integral part of planning and is necessary for desirable results.

A brief preliminary objective test will be administered to the professionals, paraprofessionals, and students concerning their particular portion of this study. After each particular phase another objective test will be given. The extent of desirable attitudes, pupil growth, work study skills and critical thinking power will be measured in these appraisal techniques. Comparisons between pretesting and post testing of students and personnel will show the accomplishment levels of the learnings obtained, and the follow up tests will show the direction and frequency for further training sessions.

Formal and informal devices used to evaluate growth in library skills will show the extent students are able to use effectively the school and public library and have acquired the knowledge necessary for best utilization of all library techniques. Other school evaluation which will ascertain the effectiveness of the library instructional program involve determining skills through faculty made tests, through teacher reports, and through observations of pupil activities in the library, their written papers and their group discussions.

Self evaluation by the library staff will be determined through educational planning. The library staff must reorganize the library collection through a newer better classification system to better serve student's needs. The total service will also improve.

Cooperation between the school, as the instructional learning center, and the public library, as the vast information center will enable the student to expand his educational horizons and develop his life time reading habit.

The results of change will be apparent through four pertinent searching questions which form the criteria of any formal or informal self survey and appraisal of school library educational services.

1. What are the functions and responsibilities of the educational program?
2. What changes are necessary to fulfill these responsibilities?
3. How effectively are these functions and responsibilities being fulfilled?
4. What improvements can be made to the end that the library will function adequately and effectively?

By cooperative study, analysis and evaluation, points of strength and weakness in the library program will be revealed and opportunities for improvement will be found.

By improving the instruction of students and by training personnel through inservice sessions, the library will benefit all personnel and greatly enhance the education of the students.

Chapter 5

SUMMARY OF THE STUDY

Summary

The excellent instructional program of the Chicago Public Schools needs a new dimension to meet the expanding needs of its students. Innovative changes represent new relationships. A continuous plan for progress must be widely adopted to enhance the educational process of the students. A new set of operational procedures and accompanying technology has been presented in this study. This plan should be considered not only innovative but necessary to eliminate further student confusion. The introduction of this innovative idea as a standard mode of operation in place of the existing mode is an organizational problem of the adoption of change. The solution will maintain the Chicago Public Schools and the Chicago Public Libraries' high level of goal achievement and better yet, facilitate the continuous improvement of goal achievement over time. The life long reading habit will be developed by all students.

Conclusion

The solution to the problem presented in this study is essentially an organizational one. The problem is one of moving and shaping an entire organization from its top policy making level to its operational level, to initiate, implement, utilize, adopt and make workable the changes that are needed to achieve the organizations' new objectives. Many observers despair at the seemingly obdurate nature of the school organization. Their tendency to maintain a sort of equilibrium defies meaningful change.

To one concerned with bringing about reform in schools, then, it becomes necessary to consider not merely the development of innovative educational ideas and technological means for implementing them but the organizational aspects of the problem. The focus of change efforts must be directed as much on the organization as on the individual teacher who depends on the organization in their practice. The primary target of change efforts in education is not teachers at all, but is the organizational system itself.

Recommendations

To solve the problems of fundamental changes, it is recommended

1. Inservice sessions for professional and paraprofessionals be instituted and scheduled at the earliest possible time. New training procedures will allow teachers to use immediately their newly acquired skills.
2. For meaningful changes the school curriculum should be immediately readjusted to introduce new teaching units, minicourses, reorganize old courses and rearrange the way of grouping students for instruction.
3. The library collections should be reclassified to follow the new changes in instruction and a new closer expanding relationship between the Chicago Public School System and the Chicago Public Library.

To change a school system of the vast magnitude as the Chicago Public School System would be a monumental task. This change should be accomplished in phases. The feasibility of this plan should be tested on a small scale, as beginning in one district consisting of three high schools, twenty elementary schools, and three branch public libraries. Expansion would be planned for the additional twenty-five districts including six hundred elementary schools and one hundred high schools.

Schools, long notorious for their tendency to lag in adopting more effective practices need to solve problems of change in basic significant ways if they are to regain the public confidence upon which their very survival depends. If the public in its clamor for accountability were reassured they were getting more for their money by a closer association between the Chicago Public Schools, and the Chicago Public Library, both institutions would significantly benefit. . The public would be moved toward additional support for both institutions.

To meet the needs of the moment and the demands of the future, schools must effect meaningful change. The ever watchful public constantly expects educators to produce answers to the demands for increased effectiveness of schools.

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APPENDIX A

THE NEW KEY TO LC:

A Student Handbook on How to Use the Library of Congress Classification System

By

Florence M. Williams

Know Your Way

Don't be a library wanderer.
Learn a system you can use.
Then you'll find with little trouble.
Books on subjects that you choose.

L.C. classification divides knowledge.
Into twenty large general parts.
Giving non fiction books call numbers.
Religion, history, all the arts.

Chart your course by letter and numbers.
Expert students always do.
Use your time for better reading.
Wasted minutes will be few.

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INTRODUCTION

The library is the center for thought, inspiration, information and enrichment. The library is a learning resource and instructional media center. The library extends classroom learning experiences using a wide variety of media through a program of motivational activities organized to stimulate pupil growth and self-development. With improved library skills, the student will be able to use the library for independent study, problem solving and small group projects. The student who is able to use ingenuity, insight, and enthusiasm will develop a life long habit of curiosity and inquiry in an inviting pleasant friendly learning environment. This handbook key ma be used by students to relate the vast wealth of accumulated knowledge in the library to their particular needs and interests.

With this handbook as a guide, students will learn to locate library resources. Students have access to two large library systems, the Chicago Public School System and the Chicago Public Library System which must supplement each other in services. All materials must be easily located in both systems. The procedures presented in the second section of this handbook will enable all staff to make the transition from the Dewey Decimal Classification System to the Library of Congress Classification smooth and obtained without interruption of the ongoing library program. Library practices needed to retrain experienced staff and to introduce inexperienced library staff to the reclassification of books according to the Library of Congress are also defined.

The instructional lessons presented will enable students to locate and utilize all library materials needed for their learning experiences. Students will become accustomed to using library materials classified according to the Library of Congress System. A brief comparison of the two classification systems and explanations of the card catalog are included. The lessons fulfill the function of the library as part of the teaching learning situation. These lessons may be incorporated into the planned library instructional curriculum and expanded to accommodate the abilities of each student group.

Librarians are better prepared to teach these lessons included. Working together, teachers and librarians will help students develop a search for knowledge. These techniques can be an effective tool used to introduce students to library materials, to methods of research and to demonstrate to students how to advantageously use this great storehouse of knowledge, the library.

This handbook will be useful to teachers and librarians in either individual or group instruction. Since students and teachers will come to this guide with varying amounts of experience in the use of books and library materials familiar elementary materials and detailed information have been included. Full utilization of this handbook allows students, paraprofessionals and professionals concerned with this proposed change to have guidelines for proceeding.

Sequence	Kindergarten	Grades 1-2	Grade 3-4	Grades 5-6	Grades 7-8
SEQUENCE OF INSTRUCTION RELATED TO LIBRARY ORIENTATION	The pupil should understand that	The pupil should understand that	The pupil should understand that	The pupil should understand that	The pupil should understand that
	1. The library is a part of the school.	1. The school library is a source of both recreational and information materials.	1. The physical arrangement of the library is designed for the convenience of the user.	1. The library provides resources and facilities for study and research.	1. The library had its beginnings in ancient times and has progressively developed its resources and service to meet the changing needs of the people.
	2. The library provides books, magazines, pictures, recordings and filmstrips for children to enjoy.	2. The library offers children many opportunities to enjoy literature through listening, reading and speaking.	2. Library materials may be borrowed from the school and the public library.	2. The library contains many nonbook materials such as periodicals, pamphlets, pictures, filmstrips, and recordings for use in the library, the classroom, and the home.	2. Special libraries (industrial, collegiate and institutional) provid unique opportunities for study and research.
	3. The librarian tells stories to children.	3. Books tell a story with picture and with words.		3. The library provides materials for enjoyment and vicarious experiences in other times, in other places and of other people.	3. A genuine knowledg of the use of elementary reference books is a key to the use of more advanced reference tools.
	4. The librarian helps children use picture books.			4. Library materials enrich and strengthen classroom learning.	4. Well-developed reading and study skills are the key to academic achievement and to advanced study and research.
				5. The main Chicago Public Library has greater resources and more specialized services than any of its branch libraries.	

Sequence	Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8
SEQUENCE OF INSTRUCTION RELATED TO CLASSIFICATION AND ARRANGEMENT INFORMATION FOR DC, LC AND CARD CATALOG		The pupil should understand that 4. Every book in the library has a special place on the shelf.	The pupil should understand that 3. Fiction books are arranged on the shelves alphabetically by author. 4. Nonfiction books are arranged according to the Library of Congress Classification System. 5. Every book has a call number to indicate its place on the shelf and to facilitate the location of the book. 6. The Chicago Public Library and the Chicago Public School Library will have the same classification system. 7. The card catalog is an index to all materials in the library. 8. The card catalog is an efficient means of locating materials quickly. 9. The card catalog contains author, title and subject entry cards for each book in the library.	The pupil should understand that 6. The Library of Congress Classification is used to locate books in the library. 7. The card catalog contains cross reference card to refer the user to proper subject headings and to related subject. 8. The "see" card refers the user from a heading under which no entries are listed to a heading under which entries are listed. 9. The see also card refers the user from a heading under which entries are listed to other headings.	The pupil should understand that 5. The card catalog furnishes detailed information about the book including author,co-author, editor, compiler, illustrator, title, publisher, copyright, classification, subject headings, number of pages, series and annotations.

MAJOR GOALS

1. To relate knowledge of the characteristics of human growth and development to decisions on the effective use of media in appropriate learning experiences.

2. To exercise leadership through assisting individuals and groups in the learning process.

3. To establish and maintain an atmosphere in which media center staff, faculty and students work harmoniously at optimum levels.

4. To apply the principles of learning and learning theory to assist the learner in his pursuit of individual search and inquiry.

5. To participate, as a member of the educational team, in the design and construction of curriculum for the educational program.

6. To provide leadership for the determination of educational objectives for the media program as an integral part of the educational program of the school.

7. To plan learning activities and opportunities to enable each student to assume an increasing amount of responsibility for planning, undertaking and assessing his own learning.

8. To participate in a continuous program of curriculum assessment and evaluation based on the stated curriculum objectives.

9. To evaluate and select teaching and learning resources to support teacher and student objectives within specific learning environments.

10. To organize library materials through a system of cataloging, classification and indexing which will provide accessiblity for the user.

11. To implement plans and procedures for the utilization of library materials.

12. To implement an inservice program for professional and paraprofessionals in the reorganization and utilization of library materials and increasing library services.

13. To guide faculty in the appropriate use of library materials and services to meet identified instructional objectives.

14. To communicate to students a knowledge of library materials and services available.

15. To encourage students in the critical and independent use of library materials.

16. To identify specific skills appropriate to the utilization of library materials through individual or group instruction and self instructional packages.

17. To supervise students in their use of library materials.

18. To assess and evaluate students use of library materials.

19. To develop methods and techniques to stimulate interest in the use of library materials.

LESSON PLANS

in the implementation of a successful instructional library program, plans are essential. The plan should be sequentially arranged for continuity in a lesson plan book.

These lessons presented may be taught as a unit extending four or five weeks. During this time, each class would be able to spend several periods each week in the library. Several lessons can be taught completely in the classroom but they should be followed by frequent use of the skills in the library. A few lessons lend themselves to cooperative teaching by the teacher and the librarian. This instruction should take place in the library. The time allowed for library lessons depend upon each individual class and the background the students already have in using library materials. The last five minutes of every lesson must be used to review and to evaluate the learnings accomplished. The instructional objectives should be the criterion of each evaluation.

The lessons included in this handbook pertain only to introductory library orientation, the card catalog, library arrangements and classification. A well rounded library program will include developing skills in using the dictionaries, encyclopedias, geographical tools, biographical tools, magazines, newspapers, vertical files, special indexes, yearbooks and almanacs. The parts of a book should be thoroughly studied. Citizenship and personal development are also important parts of library development leading to a life long reading habit.

Each lesson presented will include

- Materials needed - charts, tables, etc.
- Information needed
- Discussion questions
- Activities
- Exercises

Lesson #1 Library Orientation

Instructional Objectives

1. To provide an orientation to the school library
2. To learn general information about the school library
3. To introduce library reading for enjoyment

Materials Needed

1. Copies of school library handbook or list of library rules for distribution
2. Copies of school library, floor plan - not labeled for distribution
3. Copies of book lists for distribution concerning the reading interests for each class group and using various reading levels
4. Film or filmstrip about library procedures

Information Needed

A library handbook or a list of library rules should be distributed to each student. Class instructions will be enhanced by a general film or filmstrip concerning library procedures. When the floor plans are distributed, the teacher or librarian should discuss the similarity between a map and a floor plan.

In relating to reading interests classroom teachers may suggest certain types of books for students to select during their library visits. However, at the initial visits, students should be free to choose whatever books they wish. The librarian should have a few new books ready to show and discuss to stimulate interest. The librarian can also distribute reading lists for selection.

Discussion Questions

1. When is the school library open?
2. When may I go to the library?
3. How many books may I have out at one time?
4. How long may I keep books out?
5. How do I check them out?
6. What other materials does the library have in addition to books?
7. Why is it important for me to return library materials on time?
8. Why is it important for me to take good care of all library materials I use, either in the library or when I take them home?
9. What is the correct behavior for me in the library?
10. What is the library policy about overdue books and lost or damaged books?

Exercise

Using the library floor plan locate, number and label each section to correspond with the items included at the bottom of the floor plan exercise sheet.

1. the fiction shelves
2. the nonfiction
3. the card catalog
4. the vertical file
5. the magazine rack
6. the reference shelves
7. furniture - chairs - tables - carrels
8. charging desk
9. book return section
10. conference, listening, viewing rooms

Exercise

1. Each student may make their own reading lists of various books or authors. Each book listed should have an annotation including comments and recommendations.

Lesson #2 Alphabetizing

Instructional Objectives

To provide practice in alphabetizing

Materials Needed

Exercise sheets for distribution - lists of unorganized words

Information Needed

The alphabet provides a practical time saving way to organize things. The alphabet is used in many places, a few of which are, telephone directories, dictionaries, encyclopedias, other reference books, indexes in books, files in business offices and card catalogs in libraries.

Exercise

Make a list of the first twenty words on the first page of your social studies book and see how quickly you can find them in a dictionary and arrange them in alphabetical order.

Exercise

Prepare an oral or written report on the history of the alphabet based on materials obtained from several encyclopedias.

Exercise

Alphabetize in three minutes the twenty words listed on the sheets distributed. Do not rewrite each word but place a number beside each word to show the correct order.

Lesson #3 Non Fiction and Fiction

Instructional Objectives

1. To teach the meaning of fiction and nonfiction
2. To provide practice in distinguishing between fiction and nonfiction books

Materials Needed

1. Exercise sheets for distribution
2. Examples of fiction and nonfiction books from the library
3. One hundred 3 x 5 cards with authors' names and call numbers printed on them from books in the library

Information Needed

Library books are divided into two groups, fiction and nonfiction. Stories authors invent or imagine are fiction books. In historical fiction, the events may be partially true. The author may add certain things to make a good story but base the story on his own experiences or actual events. The opposite of fiction is nonfiction. Nonfiction books contain information, facts or true stories. Nonfiction books are arranged on the shelves according to call number. Fiction books are arranged alphabetically according to the author's last name.

Discussion Questions

1. How are nonfiction books identified in the library?
2. How are fiction books identified in the library?

Exercise Examples only - use titles of books in the library

Number these fiction titles and authors in the order in which they should appear on the shelves. A title beginning with the, an or a will be alphabetized by the second word of that title. Two authors with the last name will be alphabetized by their first name.

3	a.	Clarke, Arthur C.	Dolphine Island
1	b.	Bonham, Frank	Burma Rifles
12	c.	Lee, Mildred	The Rock and the Willow
8	d.	Gates, Doris	North Fork
20	e.	Tunes, John R.	Go, Team Go!
6	f.	Farly, Walter	Black Stallion Returns
5	g.	Emery, Anne	County Fair
7	h.	Forbes, Esther	Johnny Tremain
4	i.	Dickens, Charles	David Cooperfield
2	j.	Burnford, Sheila	The Incredible Journey
10	k.	James, Will	Smoky the Con Horse
11	l.	Johnson, Jesse	Call Me Charley
9	m.	Jackson, C. Paul	Rose Bowl All-American
19	n.	Sherburne, Zoa	Almost April
15	o.	Robertson, Keith	Three Stuffed Owls
16	p.	Robinson, Mable L.	Bright Island
18	q.	Seredy, Kate	The Singing Tree
13	r.	Pease, Howard	The Jinx Ship
17	s.	Scholz, Jackson	Half-back on His Own
14	t.	Rankin, Louise	Daughter of the Mountain

Exercise Example only - use titles of books in the library

Remember fiction books are stories and nonfiction books are true and contain facts and information. For the following titles mark F for fiction and NF for nonfiction.

F	a.	The Mystery of the Angry Idol.	by Phillis A. Whitney
NF	b.	The Arts of Africa.	by Shirley Glubok
NF	c.	Meet Soviet Russia.	by John Gunther
F	d.	Bristle Face.	by Zachary Ball
NF	e.	An Introduction to Birds.	by John Kieran
NF	f.	The Real Book About Sports.	by Mary Graham Bonner
F	g.	Bertie Takes Care.	by Henry Gregor Felsen
F	h.	A Wrinkle in Time.	by Madeline L' Engle
NF	i.	That Lively Man, Ben Franklin.	by Jeanette Eaton
NF	j.	All About Language.	by Mario Pei
F	k.	Mystery at Land's End.	by Margo Nelson
NF	l.	Patrick Henry, Firebrand of the Revolution.	by Nardi R. Campion
NF	m.	The Junior Party Book.	by Bernice W. Carlson
F	n.	Captain Courageous.	by Rudyard Kipling
NF	o.	Electronics for Young People.	by Jeanne Bendick
F	p.	Old Yeller.	by Fred Gipson
NF	q.	How Automobiles Are Made.	by David C. Cooke
NF	r.	A Boy and A Battery.	by Raymond F. Yates
NF	s.	Weather in Your Life.	by Irving Adler
F	t.	Better Than Laughter.	by Chester Aaron

Activity

During additional library periods students should review the arrangement of fiction and nonfiction. This game may be used. The teacher or librarian will have prepared 3 x 5 cards with the authors' names or call numbers printed on them. Distribute one to each student. Explain to the students that the authors have written fiction books and the students may go to the fiction section of the library and find books by these authors. The call numbers will be found in the nonfiction section. Tell each student not to remove the book from the shelf when he finds it, but to stand beside it and raise his hand. The teacher or the librarian will check to see whether he has the correct book. If it is correct, the students hands in the card and takes another one. After five or ten minutes time is called, and the winners are those who have found the most books.

Lesson #4 Arrangements - DC & LC

Instructional Objectives

1. To learn the meaning of the call numbers of nonfiction books
2. To learn the arrangement of nonfiction books on the shelves
3. To learn and use the Dewey Decimal Classification System
4. To learn and use the Library of Congress Classification System

Materials Needed

1. Exercise sheets for distribution
2. Examples of nonfiction books to illustrate classification numbers
3. Blackboards to illustrate the number system
4. Films or filmstrips to explain arrangements

Information Needed

The call number of a nonfiction book is a combination of the class number and the first letter of the author's last name. There are two classification systems used with nonfiction books.

1. The DC System

Melvin Dewey in 1876 divided all knowledge into ten main classes and each is divided into subclasses. A decimal point was introduced creating additional digits and innumerable subdivisions. The Dewey Decimal Classification System or DC has mnemonic devices for remembering number combinations and their meanings. Also these devices are used to devise new subdivisions. The main problem with this system is due to the rapid expansion of knowledge ten classes are no longer sufficient.

The DC call number is a combination of the class number of the book and two or three letters of the author's last name. The ten main classes divide all nonfiction books according to their subjects. The arrangement of books on the shelves is numerical from left to right with the smaller numbers first.

2. The LC System

In 1898 the Library of Congress Classification System or LC was developed using the letters of the alphabet as class headings. Twenty-one letters are used. The remaining letters have been omitted or will be used for expansion. The first section developed in 1898 was Bibliography and Library Science or Class Z. Letter K is used for Law and has only been further developed to KF for United States Law. Nineteen additional letters are used. Omitted letters are I because it might be confused with one and O because it might be confused with either zero or Q. W, X and Y are reserved for further expansion. W is presently used in medical libraries. X is used for reference books which do not circulate. As long as possible, Y will be reserved because it may be confused with V. The twenty-one subdivisions can be added to each main class by adding a second letter. There are three letters E, F and Z which so far do not have letter subclasses and only ten which have ten or more subclasses. The expansion possibilities are still extensive. With knowledge rapidly expanding, the LC system will be able to accommodate present and future subjects.

The LC call number is a combination of letters, numbers and the first letter of the author's last name. The twenty-one LC main classes replace the ten in DC.

Discussion Questions

The ten classes of the DC system do not allow enough room for expansion or increasing knowledge so we use a larger plan to arrange our library. Can you imagine what these twenty classes or groups were? What heading would you choose? Use the letters of the alphabet with the numbers. Write the alphabet letters used on a chalkboard or chart. Fill in the list or chart.

A	General	M	Music
B	Religion - Philosophy	N	Fine Arts
C	History - Auxiliary Science	P	Philology - Language & Literature
D	History - General and Old World	Q	Science
E-F	History - American	R	Medicine
G	Geography, Anthropology, Folklore	S	Agriculture
H	Social Science	T	Technology
J	Political Science	U	Military Science
K	Law	V	Naval Science
L	Education	Z	Library Science & Bibliography

Note: Letters missing and saved for later use are I, O, W, X, Y.

Exercise

Decide in which of the ten main DC classes each of the following nonfiction books would be found. Give the number and class name for each book.

Decide which of the twenty-one classes each of the following nonfiction books would be found. Give the number and class name for each book.

	DC	LC	Titles	
1.	*B-Religion*	*220 Religion*	David & Goliath	Beatrice Deregniers
2.	*J-Political Science*	*330 Social Science*	The Congress	Gerald Johnson
3.	*K-Law*	*340 Social Science*	Law & the Public	Michael Smit
4.	*L-Education*	*370 Social Science*	Basic Learning	John Dewey
5.	*P-Language*	*495 Language*	You Can Write Chinese	Kurt Wiese
6.	*Q-Pure Science*	*500 Science*	Science in Your Yard	Elizabeth Cooper
7.	*R-Medicine*	*610 Applied Science*	The Doctors	Leonard Fisher
8.	*T-Technology*	*621 Applied Science*	Television	Edward Stoddard
9.	*R-Medicine*	*612 Applied Science*	A Drop of Blood	Paul Showers
10.	*Q-Pure Science*	*599 Science*	Rascal	Sterling North
11	*S-Agriculture*	*582 Science*	Trees	Herbert Zinn
12.	*Q-Pure Science*	*537 Science*	Story of Atomic Energy	Laura C. Fermi
13.	*M-Music*	*782 The Arts*	Story of Lohengrin	Doris Orgel
14.	*N-Music*	*789 The Arts*	Drums, Rattles & Bells	Larry Kettlekamp
15.	*N-Fine Arts*	*792 The Arts*	The Nutcracker	Warren Chappell
16.	*N-Fine Arts*	*792 The Arts*	Tales from the Ballet	Louis Utermeyer
17.	*P-Poetry*	*821 Literature*	Child's Garden of Verse	Robert L. Stevenson
18.	*P-Prose*	*827 Literature*	Tales from Shakespeare	Charles Lamb
19.	*Q-Pure Science*	*595 Science*	Spiders	Ramona Dupre
20.	*T-Technology*	*621 Applied Science*	Hoists, Cranes & Derricks	Herbert Zim

Lesson #5 Using LC

Instructional Objectives

1. To introduce LC
    a. The reason for using it
    b. How it is the same as the Public Library System

2. To learn the reasons for using this more efficient LC system and the reason for changing from the DC system

3. To understand how LC system is related to the alphabet and the numbers

Materials Needed

1. Small collection of books or book jackets to illustrate the types of titles in each major class of LC

2. Comparison charts - see appendix

3. Exercise sheets for distribution

Information Needed

The LC system was originally designed and developed as a utilitarian system for the use of the Library of Congress only. LC classifications are not based on any philosophical system for classifying knowledge. It was designed to classify the books of the Library of Congress collection and future expansion of the collection.

Discussion Questions and Directions

1. If you are looking for a fiction book and you know only the book title, what must you know about the book before you can locate it on the shelf in the library?

Answer: The author's last name which will lead you to the book's proper place in the fiction section of the library.

2. What have you noticed about the arrangement of nonfiction books that is different from the arrangement of fiction books?

Answer: Nonfiction books are numerically arranged by numbers and letters and fiction books just alphabetically by letters.

3. Let us examine some of these numbers. Can we discuss what these numbers mean? Show three poetry books. These books all have the same number on their spine. What is their subject or what are these books about? What do these books have in common? Show three science books. Continue in this same manner until someone can formulate the generalization that books in the nonfiction section are arranged according to subject.

4. The ten classes of the Dewey System do not allow for extensive expansion or increasing knowledge so we use a larger plan to arrange our library. The plan will be used to reclassify current books and for future expansion of the library collection. Can you use twenty groups or divisions instead of ten? What headings would you choose? Use the letters of the alphabet with the numbers.

5. Write the alphabet letters using a chalkboard or chart. Fill in the list or chart. The letters missed are saved for later use. Complete the chart. Show comparison charts. See appendix.

6. We have completed our charts showing the main LC classes. Let us tour the nonfiction section and see what kinds of books are placed in each main class. We have taken from the shelves books from each class. As we discuss each title, let us understand why the book was placed in this particular class. From the collection of books selected, discuss with each student group the possible content of the book from the title and why the book was placed in its assigned class. Through the use of flash card titles and book jackets, have the class decide into which main class each book would be placed and what the general number would be.

Exercise

Based on previous class discussions, fill in the blanks with the correct words or numbers.

1. LC system divides all knowledge into _21_ main classes.

2. DC system divides all knowledge into _10_ main classes.

3. In both systems, the main subjects are chosen and given letters and numbers so all nonfiction books about the same subject are grouped _together_ on the library shelves.

4. In the LC system, all books about religion have the letter _B_.

5. In the LC system books that help man to enjoy his leisure time are classed _Fine Arts_ and are lettered _N_.

6. Ideas expressed when man thinks about himself are grouped together under the heading Philosophy and given the letter B.

7. Man's knowledge of nature and the world about him is called Science and such books have been given the letter Q.

8. Man's efforts to record his heroic deeds and show his creative talents through writing plays, poetry and essays are classed together as Literature and have the letter P.

9. The use man makes of his knowledge of nature and the world about him is called Technology. The letter for this class is T.

10. Man's record of the past and his travels are classed with the letters of C, D, E, F, G.

11. Man communicates with others by the use of language. Books about this subject have the letter P.

12. Man working together in communities for better government, education, transportation, communication and services for all the people is studied in Social Science. The letter for this class is H.

Exercise

Problems - Examples from student assignments

1. I need a poem about spring to read for English class.
2. I have a leaf from a tree to identify.
3. I want to use some Spanish words in a story I am writing.
4. I have to give a report on paper making for Social Studies.
5. I want to find the story of Babe Ruth's life.
6. I want some hints on how to become a better basketball player.

Possible Solutions

1. Find the answers to these problems in books in the nonfiction section of the library
2. Give the book, title, author and class number
3. Discuss each question by asking in what large class section the information would be located
4. Have the students locate the correct section and then assist in finding books that will answer the problem

5. Call for assignment problems from the class

6. Ask for specific problems for which students have tried to locate the answers. As each problem is discussed, have the students identify the general class in which this type of information may be found.

Note: This exercise may be divided into several sessions depending upon the ability of the group. This can be readily determined by their skill in working out these problems together.

Lesson #6 Meaning of LC

Instructional Objectives

To learn the meaning of the divisions of the LC system

Materials Needed

1. A large chart showing the LC system
2. Twenty-one large cards readable across the room and labeled with one of the LC classifications - see appendix charts for letters and class names
3. Player's cards - small cardboard with LC letter and class name on the front. The back of the card is blank.
4. Teacher's cards - small cardboard - readable across the room with LC letter, class name, question, sentence or phrase relating to the corresponding LC division. The front of the card is blank. If preferred, a list of this information may be used instead of this set of cards. The teacher can call out the questions or sentences.

Example

Player's card front	Teacher's card front
Letter and class name	blank

Player's card back	Teacher's card back
blank	Letter, class name question

Examples for front of player's card back of teacher's card	Examples for back of teacher's card
A - General Works	Books that have many LC classifications in one book or in a series of books
B - Philosophy	Books about the study of the truth or principles of all knowledge
B - Religion	Books about belief and worship of gods and God
H, J, K, L - Social Science	Books about the study of man, his relations and institutions as a member of an organized community
M, N - Fine Arts and Music	Books about skills and articles that give pleasure to man
P - Language and Literature	Books of the writings of a period of country
Q - Pure Sciences	Books about knowledge of the physical world
R, S, T, U, V-Applied Science	Books about skills and articles that help man

Note: This list is not the order of play but only suggestions.

Activity

1. Distribute to the players all of the player's cards. Some players may have more than one card.
2. Place the card with the LC letters and class names on tables or on a chalk tray.
3. The teacher reads the questions or phrase to the players.
4. The player having the correct LC letter and class name card takes the card and matches it with the large cards on the chalk tray.
5. If he is correct, he leaves his card where he placed it. If incorrect, the teacher returns the player's card and puts the teacher's card into the pile to be used again.
6. The game is over when all the player's cards have been correctly matched with the large cards on the chalk tray.

Lesson #7 Locating with LC

Instructional Objectives

1. To practice locating information using LC
2. To help students relate the information they need for LC and the materials needed to locate information

Materials Needed

1. Exercise sheets for distribution
2. A chart showing LC letters and class names
3. Large flash cards used in previous lessons

Information Needed

Before the game begins, students should be told that LC divides all knowledge into separate classes - as the twenty-one large cards and the chart show. Each of the major divisions may be further subdivided, but in every case the books on one specific subject will have the same class number. Each book is classified or given a class number before it is shelved so that all books on a given subject such as stars will be shelved together. Thus, all the books about trees or rocks will be next to all other books about trees or rocks. Yet all these books about stars, trees or rocks will start with the letter Q because they belong to the science class. Books about such legendary characters as Uncle Sam, Pecos Bill, or Roland, receive a classification of G, geography, anthropology and folklore, because they discuss the traditional cultural behavior of man in various locations. However, books about Greek and Roman myths are classed in religion rather than folklore because the people of Greece and Rome worshipped such gods as Zeus, Juno and Neptune. The LC letter and number together are the class number. Adding the author letter will give each book its own separate identification.

Exercise Examples

A	Encyclopedias
PA	Dictionary of English Language
G	Atlas
H	Conduct
BL	Ancient Mythology
J	Parlimentary Law
J	United States Government
Q	Insects
Q	Birds
T	Engineering
T	Airplanes

Each student selects a particular general class and makes a list of all the subdivisions, giving examples of each with book titles. The students with the longest list wins.

Exercise

Using LC letters and class names fill in blanks. Some letters may be used more than once. Show chart and flash cards from previous lessons.

1. The story of my life you will find in a book with the letter C - Biography - History.
2. I learned how to play baseball from a book with the letter N - Fine Arts - Sports.
3. I found out what to do for a sprained ankle from a book with the letter R - Medicine.
4. My hobby is bird watching. A book with the letter Q - Science helped me.
5. I made a model space suit by looking at pictures from a book with the letter T - Technology.
6. I took an imaginary trip to Japan from reading a book with the letter G - Geography.
7. I learned tc say hello in Spanish from a book with the letter P - Language.
8. I made my Halloween costume from a pattern in a book with the letter H - Social Science.

9. I found a good recipe for brownies in a book with the letter T - Technology.

10. I found a picture of poison ivy in a book with the letter Q - Science.

11. I found Bible stories for my Second School Class in several books with the letter B - Religion.

12. I acted in a play that our committee found in a book with the letter P - Literature.

13. I gave a good report on how glass is made from information I located in books with the letter T - Technology.

14. I became a better flute player from lessons I read in a book with the letter N - Fine Arts.

15. I learned about old automobiles from books with the letter T - Technology.

16. All general works books are placed together on the shelves and have the letter A. An example of books in this class is World Book Encyclopedia.

Note: An important thing to remember about library classification is all books about the same topic are grouped together on the library shelves.

Lesson #8 LC Sequence

Instructional Objectives

To learn the sequence of the LC system

Materials Needed

Exercise sheets for distribution

Information Needed

A list of ten book titles is presented. Write the LC letter and class name for each book. Number the title in order as they would appear on the shelves.

Exercise

Q - Science	Hirsch, Carl	Living Community.	8
D - History	Hulton, Clark	Picture History of Britain.	1
H - Social Science	Sawyer, Ruth	Picture Tale From Spain.	4
N - Fine Arts	Lemming, Joseph	Fun With Magic.	5
Q - Science	Zim, Herbert	Great Whales.	7
N - Fine Arts	Richards, Laura	Terra Lerra Rhymes.	6
G - Folklore	Picard, Barbara L.	German Hero Sagas.	3
T - Technology	Wall, Gertrude	Gifts from the Grove.	10
E-F - History	Fisher, Leonard E.	Cabinet Makers.	2
T - Technology	Henry, Marguerite	Album of Horses.	9

Lesson #9 LC Subdivisions

Instructional Objectives

To learn how the LC system subdivides knowledge into smaller subject categories

Materials Needed

1. A chart showing the geography letter G using either a chalkboard or chart paper
2. Exercise sheets for distribution

- America
  - North America
    - United States
    - Canada
    - Mexico
  - Central America
    - West Indies
  - South America
    - Brazil
- Europe
  - Great Britain
  - Continental Countries
- Asia
- Africa
- Australia
- Pacific Islands
- New Zealand
- Arctic Region
- Antarctic Region

Information Needed

The geographic division in the LC schedule follows two general patterns. Either continents and countries are arranged in a logical order or arranged alphabetically. Major geographic areas are generally arranged in logical order. Within each region further subdivision is made either logically or alphabetically. The alphabetical geographic division is used when one number is assigned to the geographic division that is by country A to Z.

Exercise

Find the call number title and author for books about the cities, states or countries listed on this exercise sheets. The student with the longest list wins.

Examples

Countries

Afghanistan
Argentina
Belgium
Bolivia
Canada
China
Czechoslovakia
England
France
Ghana
Hungary
Ireland
Japan
Luxembourg
Mexico
Netherlands
Norway
Portugal
Scotland
Spain
Switzerland
Turkey
Uruguay
Venezuela
Yugoslavia

Cities

Atlanta
Baltimore
Berlin
Birmingham
Boston
Chicago
Cincinnati
Cleveland
Detroit
Hong Kong
Houston
Indianapolis
London
Milwaukee
Munich
New Orleans
New York
Paris
Philadelphia
Pittsburgh
Rome
San Francisco
Seattle
Tokyo
Vienna

Lesson #10 DC Organization

Instructional Objectives

To learn to locate materials using DC

Materials Needed

1. Two or three books from each of the ten classes. Use books with titles which clearly indicate the class.
2. A chart showing the DC class numbers and names. See appendix for chart.
3. Exercise sheets for distribution

Information Needed

All nonfiction books about the same subject are arranged together on the shelf. If you know the DC number you can easily locate books. The person reads the books and decides to which class the book should be assigned.

Exercise

From the list of books given, look at the chart and select the correct class number and name. Check if your answer is correct by locating the book on the shelf and writing its particular call number.

1. Dolch, Edward. Greek Stories for Pleasure Reading.
   200 Religion - 292
2. Gates, Doris. The Golden God, Apollo.
   200 Religion - 292
3. Spanglar, Earl. The Negro in America.
   300 Social Science - 301.4
4. Anglund, Joan W. Christmas is a Time of Giving.
   300 Social Science - 394.2
5. Nurnberg, Maxwell. Wonders in Words.
   400 Language - 422
6. Pei, Mario. All About Language.
   400 Language - 422

7. Jonas, Arthur. More New Ways in Math.
500 Pure Science - 510

8. Tinbergen, Nike. Animal Behavior.
500 Pure Science - 591

9. Peterson, Roger. The Birds.
500 Pure Science - 598

10. Bendicks, Jeanne. Electronics for Young People.
600 Applied Science - Technology - 621.3

11. Barnaby, Ralph S. How to Make and Fly Paper Airplanes.
600 Applied Science - Technology - 629.1

12. Ellison, Virginia H. The Pooh Cookbook.
600 Applied Science - Technology - 644.5

13. Weiss, Harvey. Collage and Construction.
700 The Arts - 731.4

14. Freeman, S. H. Basic Baseball Strategy.
700 The Arts - 796.3

15. Janer, E. C. First Book of Camping.
700 The Arts - 796.5

16. Ferris, Helen. Favorite Poems Old and New.
800 Literature - 808.81

17. Rollins, Charlemae H. Christmas Gif.
800 Literature - 810.89

18. Lear, Edward. Complete Nonsense Book.
800 Literature - 821

19. Foster, Genevieve. Year of Pilgrims.
900 History - Georgraphy - 909

20. Vanloon, Hendrick W. Story of Mankind.
900 History - Geography - 909

21. Heyerdahl, Thor. Kon-Tiki.
900 History - Geography - 910.4

22. Sadek, Miroslav. This is Hong Kong.
900 History - Geography - 915.21

23. Carpenter, Allan. Alaska.
900 History - Geography - 917.98

24. Buehr, Walter. The Crusaders.
900 History - Geography - 940.1

25. McNeer, May. The American Indiana Story.
900 History - Geography - 970.1

Lesson #11 DC Decimal

Instructional Objectives

To learn the use of the decimal with numbers in the DC system

Materials Needed

1. A chart showing the decimal number place values

Example

hundreds	tens	ones	decimal point	.	tenths	hundredths	thousandths

2. A chart showing how each number may be expanded beyond the decimal point

Example 640.1 - 640.12 - 640.123
640.2 - 640.22 - 640.234
640.3 - 640.32 - 640.334
640.4 - 640.42 - 640.434
640.5 - 640.52 - 640.534
640.6 - 640.62 - 640.634

3. Exercise sheets for distribution

Information Needed

Students must have some mathematics instruction in the use of decimals prior to this lesson. The teacher or librarian must cooperate with the mathematics teacher when teaching this lesson. Most students have difficulty locating books because they ignore the decimal point. Students must remember the whole number comes first and then the decimal numbers.

Exercise

In shelving library books or locating books, the smaller numbers always come first. In this exercise arrange the class numbers as they would be placed on the shelf. Zero may be added to illustrate a place holder. Two books having the same class number will be arranged within that class alphabetically by the author's last name.

Exercise #1

1. 821.4 - 2
2. 821.59 - 5
3. 821.43 - 3
4. 821.3 - 1
5. 821.5 - 4

Exercise #2

1. 765.1 - 2
2. 765. - 1
3. 765.189 - 3
4. 765.4 - 5
5. 765.3 - 4

Exercise #3

1. 542. - 1
2. 542.39 - 5
3. 542.36 - 4
4. 542.18 - 2
5. 542.2 - 3

Exercise #4

1. 968.97 - 5
2. 968.3 - 4
3. 965. - 1
4. 967.2 - 3
5. 965.1 - 2

Exercise #5

1. 621.4 - 3
2. 622. - 5
3. 621.416 - 4
4. 621.397 - 2
5. 621.2 - 1

Exercise #6

1. 229.7 - F - 3
2. 229.75 - C - 4
3. 230. - R - 5
4. 229.64 - S - 2
5. 229.5 - B - 1

Exercise #7

1. 330.09 - Y - 2
2. 330.9 - R - 3
3. 330. - L - 1
4. 330.18 - Z - 4
5. 330.2 - P - 5

Exercise #8

1. 110.04 - C - 2
2. 110.12 - L - 3
3. 110.3 - E - 4
4. 110. - L - 1
5. 110.45 - E - 5

Exercise #9

1. 428. - W - 1
2. 429.17 - K - 3
3. 429.2 - A - 4
4. 429.43 - B - 5
5. 429.1 - F - 2

Exercise #10

1. 002 - L - 1
2. 020 - B - 4
3. 010 - J - 2
4. 020.54 - A - 5
5. 010.6 - M - 3

Lesson #12 Card Catalog

Instructional Objectives

1. To learn how to obtain information from the card catalog

2. To learn to identify the three main types of catalog cards
   a. Author
   b. Title
   c. Subject

3. To learn the uses of the card catalog

4. To practice locating books by their titles, authors and su jects

Materials Needed

1. The card catalog

2. Large cards to illustrate the three types of cards

3. Exercise sheets for distribution

Information Needed

1. Definition - The Card catalog is a descriptive alphabetical listing of all library items printed on cards

2. Important details - The card catalog
   - Gives the call numbers and titles of all library materials
   - Gives the titles of all materials on each subject
   - Gives the correct headings of other topics about the same subjects called cross reference cards
   - Gives three ways to locate materials
     (1) Author card - located alphabetically by the last name on the top line of the card
     (2) Title card - located alphabetically on the top line of the card
     (3) Subject card - located alphabetically with the special heading or subject telling what the book is about
       Special subject cards are
       a. Cross reference cards referring from one subject to another
       b. See also cards telling about another related subject giving more information

Exercise

This exercise may be divided among several lessons depending upon the library skills of class and their prior knowledge relating to the library.

Directions

1. Two students are assigned to a card catalog drawer
2. Each student fills in answers on work sheets from the cards in each drawer. The groups rotate and all the questions are answered.
3. Each student is given a card with three subjects. They must find five books for each subject. They must find the author, title and subject card for each book.

Exercise Examples

1. Author's complete name
2. Title - complete - including subtitle
3. Subject
4. Is the book fiction or nonfiction?
5. If it is nonfiction, what is the call number?
6. If it is fiction, which letters are used for the call number?
7. What is the place of publication and the publisher's name?
8. What is the copyright date?
9. List all the types of information found on each type of catalog card.
10. Where are the call numbers located on the catalog cards?
11. Using the subject guides and subject cards, find five books about zoo animals, snakes, television, hockey, birds and automobiles. For each book list the author, title, publisher, copyright date and call number.
12. List the differences among the three main types of catalog cards.
13. Using the card catalog, make a list of all the books by or about Edgar Allen Poe. For each book list the author, title and call number.

Lesson #13 Review

Instructional Objectives

To review the students' understanding of the class arrangement of nonfiction books by class, letter, number and in alphabetical order by the author's last name.

Materials Needed

1. Library books from the same subject area
2. Exercise sheets for distribution

Exercise

1. Write the following authors' names as they appear in the card catalog.
    1. Chester Aaron - *Aaron, Chester*
    2. Hans Christian Anderson - *Anderson, Hans Christian*
    3. Bettye Cavanna - *Cavanna, Bettye*
    4. Rachel L. Fields - *Fields, Rachel L.*
    5. Ian Fleming - *Fleming, Ian*
    6. Robert Lawson - *Lawson, Robert*
    7. Marjorie K. Rawlings - *Rawlings, Marjorie K.*
    8. Alan A. Milne - *Milne, Alan A.*
    9. Alfons Weber - *Weber, Alfons*
    10. Elizabeth B. Trevino - *Trevino, Elizabeth B.*
2. Write the title, author's last name, call letters for the following library books and arrange them in order as they should appear on the shelf.

    Q - Science

    1. Prehistoric World. by Carol Lane Fenton *Q - Fe - 5*
    2. All Around You. by Jeanne Bendick *Q - Be - 2*
    3. Story of Chemistry. by Mae Freeman *Q - Fr - 6*

4.	Earth For Sam. by Maxwell Reed	Q - *Re* - *9*
5.	Realm of Numbers. by Issac Asimov	Q - *As* - *1*
6.	Animal Babies. by Ylla	Q - *Yl* - *10*
7.	Shrimps. by Judy Hawes	Q - *Ha* - *7*
8.	Mammals. by Richard Carrington	Q - *Ca* - *3*
9.	King Snake. by Allan Eckert	Q - *Ec* - *4*
10.	Emperor Penguins. By Kazue Mizumura	Q - *Mi* - *8*

C - Biography - History

1.	Mayo Brothers. by Helen Clapesattle	C - *Mayo* - 3
2.	American's Mark Twain. by May McNeer	C - *Twain* - 4
3.	Abraham Lincoln. by Clara Ingram Judson	C - *Lincoln* - 2
4.	America's Ethan Allen. By Steward Holbrook	C - *Allen* - 1

Lesson #14 Review

Instructional Objectives

To review students' understanding of the twenty-one main classes of LC

Materials Needed

1. The LC chart showing the classification - see appendix
2. Exercise sheets for distribution

Exercise

Fill in the class numbers and letter for each book listed

	Book Title	Class Name	Class Letter
1.	Story of Your Blood.	*Technology*	T
2.	Modern American.	*Literature*	P
3.	Irish Talk Tales.	*Social Science*	H
4.	First Book of Conservation.	*Social Science*	H
5.	Thunderstorms.	*Science*	Q
6.	Snow and Ice Sports.	*Fine Arts*	N
7.	Old Testament.	*Religion*	B
8.	Animal Book.	*Science*	Q
9.	All About the Human Body.	*Technology*	T
10.	Book of Airplanes.	*Technology*	T
11.	American Paintings.	*Fine Arts*	N
12.	Birds in Their Nests.	*Science*	Q
13.	Pecos Bill and Lightning.	*Social Science*	H
14.	American Indian.	*History: America*	E-F
15.	Poems for Children.	*Literature*	P
16.	Clara Barton - Her Life	*Biography*	C

17.	*Manners Made Easy*.	Social Science	H
18.	*History of South America*.	Geography	G
19.	*What's Inside of Plants*.	Science	Q
20.	*Civil War*.	History: America	E-F

Lesson #15 Review-

Instructional Objectives

To review the students' understanding in using the card catalog

Materials Needed

1. The card catalog
2. Exercise sheets for distribution

Exercise

1. A list of twenty-five authors' names to arrange in order as they appear in the card catalog. To review the importance of the author's last name and how the last name appears first on the catalog card followed by a comma and the author's first and middle name.

2. A list of twenty-five nonfiction titles including the author's name and LC call number to be arranged correctly as the books would appear on the shelf. To review the arrangement of nonfiction books by call number and in alphabetical order by the author's last name within each class.

3. A list of twenty-five nonfiction titles only. Using the card catalog the students must locate the author's name, the call number and all the subjects for each title.

   To review
   1. The three ways a book is cataloged by author, title and subject. The first letter on the first line of the card determines the letter under which you will look to find the author card, title card or subject card in the card catalog. Exceptions are when the title begins with a, an or the.

   2. The idea that the card catalog gives more information about the book besides location such as subject, publisher, copyright date, etc.

   3. Whether or not the student can select from the information on the catalog card those clues necessary to guide him quickly to book on the shelf.

APPENDIX A

Comparison Charts[1]

The two most frequently used subject systems are (1) The Dewey Decimal Classification System - DC, and (2) the Library of Congress Classification System - LC. The difference between the two systems is DC is based on ten major numeral divisions, from zero to nine; LC is based on twenty-one divisions identified by letters of the alphabet. LC allows for more expansion and has been recently adopted by the Chicago Public Library. This outline gives a more detailed description of each system for comparison and conversion.

DC		LC
000	General Works	A - General Works
100	Philosophy and related disciplines	B - Philosophy - Religion
200	Religion	C - History: Auxiliary Sciences
300	Social Science	D - History: General and Old World
400	Language	E-F- History: America
500	Pure Science	G - Geograpy - Anthropology Folklore
600	Technology - Applied Science	H - Social Science
700	Fine Arts	J - Political Science
800	Literature - Bills - lettres	K - Law
900	Geography and History	L - Education
		M - Music
		N - Fine Arts
		P - Philosophy and Literature
		Q - Science
		R - Medicine
		S - Agriculture
		T - Technology
		U - Military Science
		V - Naval Science
		Z - Library Science and Bibliography

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[1] Cook, Margaret G. *The New Library Key*. New York: H. W. Wilson Co., 1975. p. 56.

APPENDIX B

Dewey Decimal Classification System[2]

000 *GENERALITIES*

010 Bibliographies and Cataloges
020 Library and Information Science
030 General Encyclopedic Works
040
050 General Serial Publications
060 General Organizations & Museums
070 Journalism, Publishing, Newspaper
080 General Collections
090 Manuscripts and Book Rarities

100 PHILOSOPHY AND RELATED DISCIPLINES

110 Metaphysics
120 Knowledge, Cause, Purpose, Man
130 Popular & Parapsychology, Occultism
140 Specific Philosophical Viewpoints
150 Psychology
160 Logic
170 Ethics, Moral, Philosophy
180 Ancient, Medieval, Oriental
190 Modern Western Philosophy

200 RELIGION

210 Natural Religion
220 Bible
230 Christian Doctrinal Theology
240 Christian Moral and Devotional
250 Local Church and Religious
260 Social and Ecclesiastical Theology
270 History and Geography and Sects
280 Christian Denominations and Sects
290 Other Religious and Comparative

300 THE SOCIAL SCIENCES

310 Statistics
320 Political Science
330 Economics
340 Law
350 Public Administration
360 Social Pathology and Services
370 Education
380 Commerce
390 Customs and Folklore

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[2] Cook, p. 62.

400 LANGUAGE

410	Linguistics
420	English & Anglo-Saxon Languages
430	Germanic Languages - German
440	French, Provencial, Catalan
450	Italian, Romanian, Rhaeto-Romanic
460	Spanish & Portuguese Languages
470	Italic Languages - Latin
480	Helenic - Classical Greek
490	Other Languages

500 PURE SCIENCE

510	Mathematics
520	Astronomy and Allied Sciences
530	Physics
540	Chemistry and Allied Sciences
550	Sciences of Earth and Other Worlds
560	Paleontology
570	Life Sciences
580	Botanical Sciences
590	Zoological Sciences

600 TECHNOLOGY - APPLIED SCIENCE

610	Medical Sciences
620	Engineering and Allied Operations
630	Agriculture
640	Home Economics
650	Managerial Services
660	Chemical and Related Technologies
670	Manufactures
680	Miscellaneous Manufactures
690	Buildings

700 THE ARTS

710	Civic and Landscape Art
720	Architecture
730	Plastic Arts - Sculpture
740	Drawing, Decorative and Minor Arts
750	Painting and Paintings
760	Graphic Arts - Prints
770	Photography and Photographs
780	Music
790	Recreational and Performing Arts

800 LITERATURE - BELLES - LETTRES

810	American Literature in English
820	English and Anglo-Saxon Literature
830	Literatures of Germanic Languages
840	French, Provencial, Catalan
850	Italian, Romanian, Rhaeto-Romanic
860	Spanish & Portuguese Literatures
870	Italic Languages Literatures Latin
880	Helenic Languages Literatures
890	Literature of Other Languages

900 GENERAL GEOGRAPHY AND HISTORY

910	General Geography - Travel
920	Biography, Genealogy, Insignia
930	General History of Ancient World
940	General History of Europe
950	General History of Asia
960	General History of Africa
970	General History of North America
980	General History of South America
990	General History of Other Areas

APPENDIX C

Mnemonic Guide to LC and DC Systems for Comparisons[3]

DC		
000	A	*General Material* comes first. Includes encyclopedias, newspapers, periodicals and yearbooks.
100	B - (BA to BJ)	*Philosophy* next: its a Basic discipline. We still use Ph.D. even when the degree holder's speciality is not Philosophy.
200	B - BL to BX)	*Religion* shares with Philosophy the earliest theories of the meanings of life. B for Beatitudes.
300	H, J, K, L	*Social Science.* Very broad under Dewey but divided into several more narrow fields in LC.
	H	*Generalia, Sociology and Economics.*
320 & 350	J	*Political Science.* J is a crooked letter; some politicians are crooked.
340	K	*Law.* Ever hear of a kangaroo court?
370	L	*Education.* Learning.
400	P - (PA to PM)	*Language.* One half of Literature which is 800 in DC. P for Philology.
500	Q	*Pure Science.* Query or Quest.
600	R, S, T, U, V	*Applied Science.* Next to the Pure Sciences on which they are based.
610	R	*Medicine.* Rx for a physician's prescription.
	S	*Agriculture.* S for Seed.
	T	*Technology*
	U	*Military Science.* Uncle Same Wants you.
	V	*Naval Science* includes shipbuilding - V for Vessel.
700	M, N	*Arts.* The Seven Lively Arts
780	M	*Music*
700's	N	*Fine Arts*
800	P - (PN to PZ)	*Literature* is doubly effective language, 400 is in DC.
	P	*Prose and Poetry* see also 400. P for Philology.
820	PR	*English Literature* came first but -
810	PS	*American Literature* takes precedence in DC
900	C, D, E, F,	*History.* Think of 900, at the end of DC as to the end of time, C through F as the chronical of Father Time.
910	G	*Geography*

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[3] Cook, p. 62.

APPENDIX D

Library of Congress Classification System[4]

A	A	*GENERAL WORKS - POLYGRAPHY*
	AE	Encyclopedias - General
	AI	Indexes - General
	AY	Yearbooks - General
B	B	*PHILOSOPHY - RELIGION*
	B	Philosophy - Collections - History - Systems
	BF	Psychology
	BL	Religions - Mythology - Free Thought
	BM	Judaism
	BP	Mohammedanism
	BR	Christianity - Generalities - Church History
C	C	*HISTORY - AUXILIARY SCIENCES*
	CB	History of Civilization - General
	CC	Antiquities - General - Archaeology
	CR	Heraldry
	CT	Biography
D	D	*HISTORY AND TOPOGRAPHY EXCEPT AMERICA*
	D	General History
	DA	Great Britain
	DC	France
	DD	Germany
	DE	Classical Antiquity
	DK	Russia
	DS	Asia
	DT	Africa
	DU	Australia and Oceania
E		*AMERICA - GENERAL AND UNITED STATES*
		51 to 99 Indians of North America
		186 to 199 Colonia Period
		458 to 655 Civil War
F		*UNITED STATES - LOCAL AND AMERICA EXCEPT THE UNITED STATES*
		1 to 970 United States - Local
		1001 to 1140 British North America - Canada
		1201 to 1392 Mexico
		2201 to 2239 South America - General
G		*GEOGRAPHY - ANTHROPOLOGY - FOLKLORE*
	G	Geography - General
	GB	Physical Geography
	GN	Anthropology

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[4] Gates, Jean, Key Guide to the Use of Books and Libraries (New York: McGraw Hill Book Co., 1969), pp. 53-56.

	GT	Manners and Customs - General
	GV	Sports and Amusements - Games
H		*SOCIAL SCIENCES - GENERAL*
	HB	Economic Theory
	HC	Economic History and Conditions
	HG	Finance
	HM	Sociology - General and Theoretical
	HQ	Family - Marriage - Home
	HX	Socialism - Communism - Anarchism - Bolshevism
J		*POLITICAL SCIENCE*
	JA	General Works
	JC	Political Science - Theory of the State
	JF	Constitutional History and Administration
		General Works
	JK	United States
K		*LAW - IN PREPARATION*
L		*EDUCATION*
	LA	History of Education
	LB	Theory and Practice of Education - Teaching
	LJ	College Fraternities and their Publications
M		*MUSIC*
	ML	Literature of Music
	MT	Musical Instruction and Study
N		*FINE ARTS*
	NA	Architecture
	ND	Painting
P		*PHILOLOGY - LANGUAGES AND LITERATURE*
	PA	Classical Languages and Literatures
	PB	Modern European Language
	PC	Romance Languages
	PD	Germanic - Teutonic - Languages
	PG	Slavic
	PJ	Oriental Languages and Literatures
	PN	Literary History and Collections - General
	PQ	Romance Languages
	PR	English Literatures
	PS	American Literatures
	PT	Teutonic Literatures
	PZ	Fiction and Juvenile Literature
Q		*SCIENCE - GENERAL*
	QA	Mathematics
	QB	Astronomy
	QC	Physics
	QD	Chemistry
	QE	Geology
	QH	Natural History

	QK	Botany
	QL	Zoolory
	QM	Human Anatomy
	QP	Physiology
	QR	Bacteriology
R		*MEDICINE - GENERAL*
	RB	Pathology
	RK	Dentistry
	RT	Nursing
S		*AGRICULTURE - PLANT AND ANIMAL INDUSTRY*
	S	Agriculture - General
	SB	Plant Culture - General
	SD	Forestry
	SF	Animal Culture
	SK	Hunting Sports
T		*TECHNOLOGY - GENERAL*
	TA	Engineering - General - Civil Engineering
	TJ	Mechanical Engineering and Machinery
	TK	Electrical Engineering and Industries
	TP	Chemical Technology
	TS	Manufactures
	TX	Domestic Science
U		*MILITARY SCIENCE - GENERAL*
	UA	Armies - Organization and Distributions
	UD	Infantry
V		*NAVAL SCIENCE - GENERAL*
	VA	Navies - Organization and Distributions
	VD	Naval Seamen
	VE	Marines
	VK	Navigation
Z		*BIBLIOGRAPHY AND LIBRARY SCIENCE*
		4-8 History of Books and Bookmaking
		40-115 Writing
		116-550 Book Industries and Trade
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		665-997 Libraries and Library Science
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APPENDIX B

Inserviće Training Program
For Media Personnel

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Introduction

Inservice training programs are vital in helping media personnel keep abreast of innovations. The major purpose of these workshops is to assist library media personnel in planning, organizing and evaluating for growth through changes to better serve the needs and interests of the students and teachers. The inservice education program must have as its purpose to enable media personnel to acquire the competencies needed to

1. Implement education improvement activities directed toward specified student needs
2. Improve their own or expected goals of professional development
3. Meet their own goals of personal growth

Inservice education is not an end in itself rather the means through which well defined education improvement activities are initiated in the schools.

There are at least four primary sources from which the content of inservie education is derived.

1. Student needs
2. New knowledge, practices, procedures and materials
3. Required competencies
4. Assessed needs of the individual media personnel

The content for inservice education must grow out of the fabric of needs in a school system. The first step in formulating the content of inservice programs for either educational improvements or professional development must be specification of student expectation and student needs. Student outcomes, assessed needs, validated practices, professional standards, and new knowledge must be translated into desired competencies, against which individual media personnel can be assessed to identify appropriate content for his inservice education. Thus, the ultimate content of inservice education has to be individualized in terms of competencies that each individual needs to initiate improvements, activities or to meet professional standards.

To learn means to change. Implied in the world of learning is change for improvement. The change may be an increase in skills or an improvement in skills already possessed. It may increase knowledge, or it may be a change in attitude and understanding. It is possible that a learning situation may bring about a change in all three - skills, knowledge, and attitude, concurrently.

Since learning implies change and is an active process requiring the students or learner to do something to change to learn. Students learn because of what they do. It is the responsibility of the teaching personnel to function as the change agent making things happen. All preparation and planning for instruction as well as the instruction must be done with this in mind. The instructor using his knowledge and experience as tools, motivates the students to change. Change starts through the staff by way of inservice whose ultimate goal is improved teaching and learning situation for students. Inservice programs must be thoughtfully arranged and with the willingness of the hosts and planners to keep the objectives firmly in mind and to cooperate in achieving them.

Administrative

The library must be the core of curriculum development. The library must have a strong and persuasive media program compeling the attention of today's students. As a starting point to develop an exemplary program a plan of inservie education is necessary to clarify problems and present a program which will enhance the teaching learning situation.

A competent administrator will select a committee with a designated leader to advice and select from the myriad of aspects of library education the particular pertinent topic for each inservice workshop. These educators will select concerns applicable from the many kinds of library programs and activities. Continuing education through inservice enrichs the library program. Inservice sessions are the best forum to disseminate information.

Continuous planning is imperative and inevitable for dynamic effective inservice programs that fulfill the needs of teachers and students. Planning ascertains needs and sets the goals and objectives necessary to accomplish the needed learning activities. With particular needs identified their priorities must be assessed. Inservice goals and objectives stated in precise human terms will describe the nature and scope of the program. Subtopics must be identified, related to the objectives and time blocked out for their accomplishment. The program will be a series of experiences directed toward a common aim.

Planning should be flexible in relation to the length and content of the events. Planners should consider the objectives of each event and how they relate to the expected audience. Each event should be carefully arranged so that participants can work together for increasingly longer periods of time and readily adapt to special situation. Always a basic plan is valuable. As long as the plan is producing results it should be followed but if change is necessary, it should be done with careful thoughtful consideration.

Every administrator must attempt to predict the number of participants in order to determine the cost factors and consider all financial restrictions. When the objectives of the inservice sessions have been established and the program blocked out, the planners must estimate its probable cost before they make any commitments. The costs incurred must be determined as accurately and as easily as possible. Scheduling of regular and special sessions must be carefully noted. Although the final estimate cannot be made until plans are complete, the planning committee should understand the budgeting process. The director should be able to make rough estimates as the planning progresses.

After setting the program schedule, the planning committee should have a check list for financial considerations. The first step is to break down every projected activity concerned into its component parts. The more specific the break down, the more accurate the estimate. A list can not be too detailed. Once the list is complete the director must estimate the cost of each item. Some estimates must be arbitrary and some are difficult to isolate or are unexpected. Transportation expenses have been noted but not included in the check list because the inservice sessions will be held in close proximity to each school in the district. With a clear understanding of the responsibility and scope of each aspect of the inservice program, cost considerations will be easily understood, estimated, obtained and administered.

Examples of items to be included are

1. Planning Committee
    a. Communication with - stationery, duplication, postage, telephone
    b. Meetings of - coffee breaks - coffee, sweet rolls, etc.
    c. Activities - stationery, duplication, telephone, postage
2. Staff
    a. Administrative - salaries noted but not included because inservice session will be held within the regular workday.
    b. Clerical - salaries - expenses
3. Program participants - fees - expenses
4. Audiovisual equipment - films, slides, tapes, cassettes, etc. - commissioned, rented or purchased
5. Graphic materials for distribution or display - reproduced - mimeographed
6. Announcement materials - mailing pieces including programs, design, reproduction, folding, stuffing, postage, name tags
7. Meeting space - rooms - libraries
8. Planned meals - coffee or soft drink breaks
9. Incidentals - flowers - directional signs - transportation
10. Materials - paste - paper (construction - various colors) pencils - poster board - rubber stamps - scotch tape - shellac - scissors
11. Office supplies - typewriters
12. Contingency fund
13. Overhead

This list will vary depending upon each situation, the extent of the program and the audience involved. The cost estimates should be obtained in advance. Quantity, quality, location and time make costs vary. Advanced information is necessary for accurate estimates which will aid in planning high quality inservice programs. The expected number of participants will determine the funds available, expenditures and the scope of the program planned. If administrators plan accurately and adequately organize, their inservice educational programs will be rewarding experiences for all involved.

Inservice Sessions

Performance Objectives

Upon completion of the inservice sessions, the participants should be able to scrutinize each nonfiction book and determine from its contents the correct Library of Congress Classification.

Materials Needed

Nonfiction books in present library collection - used for recataloging.

Activities for Professionals

1. Construct conversion charts paralleling DC and LC classification systems include all subject details necessary for an elementary and high school library collection.

Materials Needed

a. Large construction manila or chart paper
b. Felt tip pens
c. LC and DC classification schedules
d. Cataloging handouts sheets for directions

2. Examine the reverse side of the title page of each nonfiction book to determine if the book has been assigned an LC number; if so, utilize this number to reclassify the book, if not consult the conversion chart to locate the correct number according to the subject matter of the book.

3. Proceed with the processing procedures listed in the directions.

Activities for Paraprofessionals

1. Follow procedures listed in direction sheets for preparing books for use.

2. Take several books and follow each step as outlined to obtain a

clearer understanding of each step.

3. Practice preparing order forms for LC classification cards.

Time Schedules

A. Participants - Professionals - librarians and teachers
  one 2-hour afternoon session
    1:00 to 2:00 first session
    2:00 to 2:15 break
    2:15 to 3:15 second session

B. Participants - Paraprofessionals including clerical, aides, assistants and volunteers
  one 2-hour afternoon session
    1:00 to 2:00 first session
    2:00 to 2:15 break
    2:15 to 3:15 second session

Session Activities

A. Professionals

First session

Introduction

Lecture to include
  a. Briefly concerning the nature of the change, the reason for the conversion from DC to LC.
  b. Emphasize the new reinforced relationship between the Chicago Public School libraries and the Chicago Public Library and with the Chicago Public Schools as the teaching arm for the same public served.
  c. Advantages of this new system.
  d. Teaching the new system.
  e. Questions and discussions of the proposed change.

Second Session

Demonstration
  a. Consult library tools.
  b. List classification schedules for DC and LC.
  c. Make conversion charts parallel and comparative listings for both systems.
  d. Practice using the chart with a list of books.
  e. Questions and discussion of cataloging procedures in both systems.
  f. Careful scrutiny of lessons for teaching the new system.
  g. Evaluation forms.

B. Paraprofessionals

First Session

Introduction

Lecture
- a. Briefly concerning the nature of the change and the reasons for the conversion from DC to LC.
- b. Emphasizing the new reinforced relationship between the Chicago Public Schools libraries and the Chicago Public Library and with the Chicago Public School as the teaching arm for the same public served.
- c. The advantages of the new system.
- d. Questions and discussion of the change.

Second Session

Demonstration
Divide into small groups
- a. Review each step of the procedures listed for book conversion.
- b. Reconvene in original group and write evaluation forms.

Instructional

The teachers and librarians as inservice instructors and audience participants must understand the dimensions and potentials of this library service. There must be cooperation in planning to revise the library instructional plan. Positive attitudes are necessary to understand different approaches to these learning problems. Positive attitudes cause them to welcome the opportunity to use new materials and equipment even though this might require a change of teaching methods or class organization. Teachers and librarians will gradually learn to appreciate the availability of a variety of materials in the library. Up-to-date imaginative inservice training programs aid librarians and teachers in the effective use of library materials to implement curriculum objectives. Original innovative instructional methods make learning more tailored to individuals, more interesting and more exciting. Library materials must be easily accessible and readily available. Students must be taught to locate all library materials quickly and easily. Teachers and library media staff must work together to instruct students in library skills for maximum use of materials. The library instructional program must expand. Library materials must be prepared for change.

Preparation procedures for processing change

A. Library materials

1. preprocessed Library Books
   All libraries must order LC catalog cards for all new books. Most elementary school library books are delivered preprocessed. Each book has a printed pocket, card, a spine label indicating classification, a plastic jacket and a complete set of catalog cards listing DC and LC classification numbers.

   The distinguishing features of the catalog cards are
   a. The author or main entry card has the author's name on the top line of the card.

540 Slosson, Edwin E. 6-8
SL Creative Chemistry.
New York: Century, 1976

1. Chemistry
2. Science - U.S.
I. Title
○

b. The title card has the title on the top line of the card.

Creative Chemistry

540 Slosson Edwin E. 6-8
SL Creative Chemistry.
New York: Century, 1976
○

c. The subject card has the subject in capital letters on the top line of the card. Some titles have several subjects.

CHEMISTRY

540 Slosson, Edwin E. 6-8
Creative Chemistry
New York: Century, 1976.
○

Note: Entries on the author card: 1. Chemistry 2. Science - U.S. and I. Title are tracings indicating additional headings which this book has in the card catalog.
6-8 indicate the grade level for this book.

d. The shelf list card also has the name of the author on the top line but no tracings are indicated. The librarian adds copy numbers and prices. The shelf list is an index of main entry cards, one for each title owned by the library. It is arranged by call numbers as the books stand on the shelf.

540 Slosson, Edwin E.
Creative Chemistry.
New York: Century, 1976

c.1 $2.75
c.2 $3.05
c.3 $3.05

2. Procedures for checking in New Books

Check books against invoices and purchase orders indicating date of arrival and send receiving forms to the Bureau of Purchases. Librarians should check with school office for procedures to be followed. Vendors have been instructed to include an invoice in an envelope attached to the outside of the package.

Examine the physical condition of the book. If the book is unsatisfactory, return the book to the vendor with a letter of explanation. If the book is satisfactory, stamp the book with the school ownership on the forepage, page 50 and inside the front and back cover.

3. Preparing Books for Use

   a. Remove all catalog cards from the book's pocket
   b. Check the shelf list for the title if it is a additional copy
   c. If the title is a new nonfiction book
      (1) Take the packet of cards and change the classification number to the correct LC classification number. The LC number is located at the bottom portion of the catalog card and/or the back of the title page
      (2) Take the shelf list card (card without tracing) check Library book list to determine the grade level price of each book and enter both on this card
      (3) Enter the grade level at the top right hand corner of the author card
      (4) Assign and enter the copy number and the price of the book just below the publisher's name near the left edge on the shelf list card

- (5) Enter the LC call number and copy number in pencil on the back of the title page near the top center of the page
- (6) Enter the copy number below the LC call number
- (7) Enter the grade level inside the front cover of the book
- (8) File the shelf list card
- (9) Paste date due slip in the book
- (10) Remove the spine label and change the DC call number to the correct LC call number. Styles the correct call number on all books without plastic jackets, use an electric pencil or waterproof black felt tip pen on books covered with plastic jackets, or attache a new corrected label
- (11) Count the completed books according to call numbers and enter the figures in the correct columns of the continous book inventory for school libraries

4. If the Title is a Duplicate

   a. Locate the shelf list card
   b. Assign the new correct call number
   c. Add the copy number and the new corrected call number to the catalog cards and to the book
   d. Follow procedures as listed for a new book

5. Checking Books Presently in the Collection

   a. Remove each nonfiction book from the shelf
   b. Match with the shelf list card
   c. Assign a new LC call number determined by checking lists, cards, tables, conversion charts and the reverse side of the book title page
   d. Change call number on
      (1) The reverse side of the title page
      (2) Book card and pocket
      (3) Book spine

   Note: supplies - felt tip pen, stencil, ink pen - use as appropriate

   e. Using shelf list card as a guide locate in the card catalog - change DC call numbers to LC call numbers on
      (1) Main entry or author card
      (2) Title card
      (3) Subject card
   f. Fiction section of the library collection will be unaffected by the new classification system
   g. Rearrange and shelve books according to their new LC call numbers.

h. Arrange catalog cards alphabetically according to the first letter on the top line, disregarding articles and refile in the card as soon as possible after the books are processed

B. Personnel

The ideas and suggestions presented are procedures which may be utilized to make the transition from DC to LC classification system smooth, precise, rapid and without major interruption to the smooth running well-organized library program.

1. Librarians

All classification of new acquisitions and current holdings must be done by the professional librarian. Further advice or assistance as in interpretation of cataloging or processing problems may be sought from consultants and other central office personnel.

2. Paraprofessionals

All preparation procedures excluding assigning LC call numbers are the duties of the clerks, aides or library assistants. Each task will be performed according to a duty schedule set up by the librarian. Tasks will be accomplished according to work time allocations available and the time necessary to perform each task. Schedules will be made jointly by the librarian and the staff involved in each task. Reclassification tasks must be performed as rapidly as possible to allow students to utilize fully the material center collection.

Now it will be easy for students to locate needed materials rapidly in all libraries without confusion of two classification systems. The library staff must provide suitable publicity through book displays, school newspaper, book talks and faculty notices listing the advantages of the new classification system.

APPENDIX C

Evaluation

The fundamental purpose of evaluation is to determine whether what was planned was achieved. The basis of all evaluation is a clear statement of objectives. The process is a measurement of how well the objectives were achieved in terms of participant growth. The evidence is the performance of the participants.

As soon as the objectives of the whole inservice program are formulated, and each activity is planned in relation to one or more of the objectives, the evaluation procedure begins. A baseline must be established from which to measure achievement. Some baselines are easily established. Some baselines are obvious. The administrator of a library plans a learning experience for the staff because the need speaks for itself. All participants may not have the same knowledge or lack of it in such situations but a general level of competency can be determined.

Pre-examination is the method used to establish the baseline. It is a means of trying to find where the participants presently are based on the objectives the inservice is designed to attain. A simple device used in each first session will be to ask participants to fill out an instrument prior to the opening lectures. This instrument will assess previous opportunities to learn about the topic.

Example

Directions - Please circle the appropriate responses to the following

1. I have attended otherinservice meetings on this topic.
   none　　one　　several　　many

2. I have heard this topic discussed in formal classes.
   never　　once　　several times　　many times

3. I have read books and activities on this topic.
   never　　occasionally　　frequently

4. I am familiar with Library of Congress Classification and Cataloging.
   none   a little   a fair amount   a great deal

5. I am familiar with Dewey Decimal Classification and Cataloging.
   none   a little   a fair amount   a great deal

The baseline is a rough indication of where the participants begin. Without it as a starting point no measurement is possible. Measurement based on behavioral objectives determines the progress of the program planned. Evaluation is basically organized observation. A brief set of statements on which the participants indicate the extent of their knowledge and experience will provide a rough baseline but the opportunity to observe participants responses is usually slim and difficult to note. Following is a simple instrument which will be useful. It will be distributed and filled out at the end of the second session by the participants. The comments on it must be interpreted in relation to the objectives.

Example

Direction - One for each item.

Check: 4 - Outstanding   3 - Good   2 - Fair   1 - Poor

Part 1

1. Variety in the presentation to assist in cataloging procedures.
2. Availability and usefulness of handout materials.
3. Physical arrangement for the sessions.
4. Overall evaluation of inservice format.
5. Overall evaluation of presenters.

4.	3.	2.	1.

Part 2

Direction - Answer questions briefly

1. What was the most important idea to come out of the inservice session?

2. What was the least important idea to come out of the inservice session?

3. What aspect of the topic was covered completely?

4. What aspect of the topic was not covered completely?

5. When do you plan to make suggested changes in recataloging your library collection?

6. How do you plan to assign staff duties?

    a. Staff meeting - group decisions

    b. Arbitrarily decide

    c. Private conferences

7. What part of the content of this inservice would you suggest as suitable for additional longer expanded sessions?

8. What other topics for future inservice sessions do you suggest?

9. Additional comments:

*Note: Numbers 5 and 6 on professional evaluation form only.

Follow up evaluations will be limited but applicable. Changes in all staff reference function will be noted. Change in the student's use of the library collection will be observed by all staff. The evaluation of teaching procedures, lessons, workshops, lectures, etc. can be easily assessed by quick quizzes during or at the end of each teaching unit. Goals and objectives may be adjusted in view of new learnings gained which can be ascertained from evaluation procedures. All changes and accomplishments must be noted for planning future learning experiences and providing the opportunity to make an impact on future learning opportunities.

APPENDIX D

Minicourses

1. Introduction to Minicourses

A relatively recent curriculum development which has received favorable reaction from students, teachers and administrators is the minicourses. This minicourse can be offered specifically for the purpose of skill improvement. This flexible progressive but structured addition to the curriculum would be used and most useful for seventh, or eighth grade or high school students. It answers the need for relevancy and consequently can be a highly interesting and motivational area of the Library, Language Arts or English curriculum.

Teachers view minicourses as providing an opportunity to teach a course of special interest. The concerns about extra paper work and initial adjustment problems are relatively minor difficulties to adjust to. The benefits are certainly worth the investment in time.

Time

- Twenty minutes -
- Daily for two weeks
- Ten sessions
- Scheduled during the regular school day possible as a twenty minute or half portion of the forty minute lunch or study period.

Method

- Lecture, demonstration, discussion, laboratory type activities.
- Adpat teaching units to age and grade level of students in enumerating the skills and items of knowledge essential. Possible enumeration can best be managed through the forms on which teachers note as they go through text books and course syllabi, the specific library books and skills demanded under each unit of work. To such listings the library staff can add from observation and experiences their own statements of pupil needs. Since pupil experiences in the use of library resources is not necessarily limited to the school library.

the observations and suggestions of members of the public library staff must be solicited. The search for essential skills must be extended to nearby colleges whose librarians were asked what incoming freshman would be expected to know about library resources and Library of Congress Classifications.

II. Introduction to Library Course

A. Instructional Objectives

Upon completion the students should be able to

State the general purpose of libraries

Demonstrate a knowledge of the kinds of materials libraries house and disseminate

Describe research, reader information, recreational services rendered for the benefit of students and teachers

Give a professional librarian as complete and accurate details of a reference questions as possible

Describe the various library work tasks that are clerical, paraprofessional and professional

Describe and diagram all sections of the library

Define the terms that are most commonly used in library work

Locate the basic materials housed in the library through the card catalog by main entry, title and subject

Demonstrate a thorough knowledge of the Library of Congress Classification System

Locate materials using the Library of Congress Classification System

List and briefly describe the functions common to the Chicago Public Library

List and briefly describe the functions common to the Chicago Public School Libraries

List and briefly describe the functions common to both the Chicago Public Library and the Chicago Public School Libraries

Library instruction texts and workbooks are generally based on experience working with students and are a valuable source for units of instruction. Compilation and analysis of information from these varied sources will reveal that certain skills or areas of knowledge are suggested by all and may, therefore, be regarded as an instructional core.

The scope library instruction in this minicourse may be extended to classroom activities. Units or projects covering the organization and services of the public libraries are a part of the social studies curriculum. Particular lessons may also be incorporated into the Reading, Language Arts or English curriculum. Some lessons may be incorporated into orientation courses offered to high school freshmen or courses in instruction in study techniques. Instruction must be continuous including followups. When instruction has relevance and use, it is retained by the students.

To obtain a birds eye view of the level and needs of the students, a short pretest or diagnostic test must be given to establish a starting point or baseline for instruction. Compare with final testing and performance objectives progress will be ascertained.

B. Units of Instruction

1. General purpose of libraries
    a. Information retrieval services for patrons
    b. Storehouse of man's accumulated knowledge
    c. Study and Resource Center
2. Library Materials
    a. Books
        (1) Reference
        Encyclopedias, dictionaries, almanacs, indexes, handbooks, atlases, bibliographies.

        (2) General Circulation
        Fiction
        Nonfiction

        (3) Call Numbers
        Library of Congress Classification for all

nonfiction books

- b. Periodical
  - (1) Magazines and Journals
  - (2) Newspapers
- c. Vertical File
  - (1) Pamphlets
  - (2) Documents
  - (3) Leaflets
  - (4) Classifications according to Library of Congress Subject Headings

3. Library Equipment
   - (1) Dictionary
   - (2) Divided
   - (3) Compenent parts of study

     Author
     Title
     Subject
   - (4) Call Numbers
     Library of Congress Classification System
   - b. Shelving
     - (1) Open
     - (2) Storage - magazines - location
     - (3) Display - magazines
     - (4) Newspaper racks
     - (5) Vertical Files
4. Library Personnel
   - a. Paraprofessional - duties
   - b. Professional - duties
5. General Cataloging Aids

C. Laboratory

1. Locate the various areas of library; that is reference collection, periodical storage, media center, public service, circulating collection, reserve collection and the card catalog

2. Locate and retrieve a variety of materials by main or author entry, title and subject using the card catalog and the Library of Congress Classification Systems

3. Sketch a floor plan, study and give a written evaluation of the floor plan for the library showing the location of each essential section. State the reason for easy accessibility of each section

4. Reshelve a variety of books, replace vertical file materials and periodicals

5. Identify the components of several entries in the card catalog

6. Using guidelines developed by the professional develop a student handbook for schools and public libraries including

   - Library Services
   - Library materials available and their location
   - Circulation Procedures
   - Conduct rules, regulations and responsibilities
   - Special Services
   - Cataloging Procedures

7. Using the local public library during or after school hours - collectively as a group and/or individually

8. Perform each of the above state activities in Section B. - Units of Instruction and C. - Laboratory for the nearest local public library.

9. Prepare an orientation program and test is application through role playing

10. Prepare charts and printed materials to be used for training other students

III. General Cataloging Aids

A. Performance Objectives

Upon completion the students should be able to

Identify aids used in the cataloging process

Analyze each aid according to the function it performs

Complete a set of exercises designed to demonstrate the function of each tool

B. Units of Instruction

1. Library of Congress Catalog - charts and tables
2. The Book
3. Card Catalog
4. Biographical Dictionaries
5. Descriptive Cataloging
6. Library of Congress Subject Heading
7. Dewey Decimal Classification Charts and Tables
8. Author Tables

C. Laboratory

1. Independent study of each of these aids in order to facilitate use
2. Making charts and tables with each aid showing its major uses

IV. Classification

A. Performance Objectives

Upon completion the student should be able to

1. Describe the characteristics and notation of the Dewey Decimal Classification System of Numbers
2. Describe the characteristics and notation of the Library of Congress Classification System of Numbers
3. Demonstrate through the use of the Library of Congress Classification System and the Dewey Decimal Classification System differences and similarities between the two systems
4. Use the classification tables to classify simple materials
5. Explain the use of author number and assign author numbers to selected titles

B. Units of Instruction

1. Dewey Decimal Classification
    - a. History and Development
    - b. Characteristics
    - c. Notations
    - d. Mnemonic Devices
    - e. Advantages
    - f. Disadvantages
2. Library of Congress Classification
    - a. History and Development
    - b. Characteristics
    - c. Notations
    - d. Book Numbers
    - e. Advantages
    - f. Disadvantages
3. Comparison of Library of Congress & Dewey Decimal Classification
    - a. Expansion
    - b. Frequency Revision
    - c. Relationships between Classification and Subject Headings
    - d. Convenience

C. Laboratory

1. Demonstrate use of Dewey & Library of Congress Classification System through assigned exercise
2. Make simple classification number searchers
3. Classify ten titles using the Library of Congress System
4. Assign author numbers to ten titles

5. Prepare cards and completely classify ten books for which descriptive cataloging has been completed

6. Revise the work of another student